



1. HEADING AND COURSE INFORMATION

Division of Religion and Philosophy
Department of Biblical and Religious Studies
Course Instruction Plan

COURSE INFORMATION:

UBBL 100

Introduction to Biblical Literature: Exodus/Deuteronomy

Introduction to Biblical Literature: Exodus/Deuteronomy

COURSE CREDIT DESCRIPTION

Course: UBBL 100 Exodus/Deuteronomy

Format: 3 units

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week term will approximate: 9 hours/week (approximate minimum) out of class student work, including (but not limited to) reading, research, and writing assignments.

2. CONTACT INFORMATION

Instructor: Jason A. Riley, PhD Candidate

Office Hours: By appointment only

University Telephone: N/A

3. UNIVERSITY MISSION STATEMENT

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

4. DEPARTMENT MISSION STATEMENT

The Department of Biblical and Religious Studies at Azusa Pacific University aims to equip undergraduate students by offering degree programs in biblical and religious studies, supporting the General Education program with courses in biblical studies, and preparing undergraduate men and women for ministry, graduate programs, and various public- and private-sector vocations. Emphasis for biblical studies majors is placed upon training them in informed interpretation of the Christian Scriptures, and integrating their understanding of the Bible with their responses to God, neighbor, and self, as well as with just responses to human need. Emphasis for religious studies majors is placed upon training them to be faithful, well-informed, and culturally sensitive participants in intercultural and interreligious dialogue and to engage the world from a place of committed Christian faith, awareness, and praxis.

5. COURSE DESCRIPTION

This course introduces Old Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation.

6. GENERAL EDUCATION STATUS

Meets the general education core requirement in Biblical, Theological, and Philosophical Formation.

7. PREREQUISITE

There are no prerequisites for this course.

8. COURSE STUDENT LEARNING OUTCOMES

1. Recognize the books and recall the general structure of the Old Testament.
2. Label passages from the Old Testament according to genre.
3. Describe the historical, social, political, and geographical world of the Old Testament.
4. Recall the content and structure of the books of Exodus and Deuteronomy.
5. Compose a paper/project (or series of papers/projects) that demonstrates an understanding of exegetical principles and interprets a passage from Exodus and/or Deuteronomy.
6. Analyze interpretations of Exodus and/or Deuteronomy that originate from marginalized reading communities.

9. CHART TYING SLOs TO IDEA OBJECTIVES AND ASSIGNMENTS USED TO ASSESS

Student Learning Outcome "By the end of this course, students should be able to..."	IDEA Objective	Assignments Used to Assess
1. Recognize the books and recall the general structure of the Old Testament.	Gaining factual knowledge	Quizzes, Exam 1
2. Label passages from the Old Testament according to genre.	Learning to apply course material (to improve thinking, problem solving, and decisions)	Written Assignment, Quizzes, Exam 1
3. Describe the historical, social, political, and geographical world of the Old Testament.	Gaining factual knowledge	Written Assignment, Quizzes, Exam 1
4. Recall the content and structure of the books of Exodus and Deuteronomy.	Gaining factual knowledge	Written Assignment, Quizzes, Exams 2 and 3
5. Compose a paper/project (or series of papers/projects) that demonstrates an understanding of exegetical principles and interprets a passage from Exodus and/or Deuteronomy	Learning to apply course material (to improve thinking, problem solving, and decisions)	Exegetical and Interpretation Assignment(s)
6. Analyze interpretations of Exodus and/or Deuteronomy that originate from marginalized reading communities.	Learning to analyze and critically evaluate ideas, arguments, and points of view	Written Assignment, Exams 2 and 3

10. REQUIRED TEXTS

Required Text—Bible:

Coogan, Michael D., Editor. *The New Oxford Annotated Bible: New Revised Standard Version with the Apocrypha*, 4th Edition. New York: Oxford University Press, 2010. ISBN 978-0-19-528959-6

(abbreviated in the Course Calendar as NOAB)

Required Textbooks:

Brown, Michael Joseph, *What They Don't Tell You: A Survivor's Guide to Biblical Studies*. 2nd ed. Louisville: Westminster John Knox, 2015. ISBN 978-0664235949

Alter, Robert. *The Art of Biblical Narrative*. Revised. New York: Basic Books, 2011. ISBN 9780465022557.

Wenham, Gordon J. *Exploring the Old Testament, Volume 1: A Guide to the Pentateuch*. Downers Grove: Intervarsity Press, 2008. ISBN 9780830853090.

11. COURSE REQUIREMENTS/ASSIGNMENTS

A. Contextual Approaches to Reading Exodus: A Report

This assignment is worth a total of 100 points. For due dates, please see Course Calendar.

Requirements: Students will review three articles (assigned by the instructor from a pool of articles from the UBBL-100 folder on Dropbox) and produce a minimum of 1250 words (1" margins, Times New Roman 12 pt. font, no title page, heading single spaced, text double spaced). Your *audience* should be imagined as *adults of average to above average intelligence (pastors, parents, peers) who are not specialists in this field*. You are writing for them and to them. This reading report should have two parts.

Part One: Article Summaries. Summarize each of the assigned articles. Pay attention to the aims of each article. What is the author trying to communicate? How does the author go about making the argument? Read carefully and write concisely. Allot about 310 words (1 page) per article.

Part Two: Personal Appreciation or Evaluation of the Articles. Articulate in some detail what you feel are the merits and/or shortcomings of *each* article. What aspects of the articles do you consider to be especially helpful or illuminating with regard to the book of Exodus? What aspects of the articles do you consider to be particularly troubling? Do you still have questions? What are they? Allot about 310 words (1 page) for this section.

The assigned readings are:

An Asian Group Work, "An Asian Feminist Perspective: The Exodus Story (Exodus 1:8-22; 2:1-10)." Pages 217-226 in *Voices from the Margin: Interpreting the Bible in the Third World*. 3d ed. Edited by R. S. Sugirtharajah. Maryknoll, NY: Orbis, 2006.

Elsa Tamez, "The Bible and the Five Hundred Years of Conquest." Pages 13-26 in *Voices from the Margin: Interpreting the Bible in the Third World*. 3d ed. Edited by R.S. Sugirtharajah. Maryknoll, NY: Orbis, 2006).

Theo Witvliet, "Exodus in the African-American Experience." Pages 191-206 in *Religious Identity and the Invention of Tradition: Papers Read at a Noster Conference, Soesterberg, January 4-6, 1999*. Leiden: Brill, 2001.

The above articles are a sample. You are welcome to choose from a batch of articles on Dropbox for the required three articles per student, or if you prefer, divide the class into groups and assign one article per group along with a classroom workshop where each group shares what they learned from their article.

B. Exam 1: Your first exam of the semester will follow content relating to introductory material. The exam is valued at 100 points. Exam 1 focuses on Student Learning Outcomes #1, 2, 3.

C. Exam 2: Your second exam of the semester will follow content relating to Exodus. The exam is valued at 100 points. Exam 2 fulfills Student Learning Outcomes 3, 4.

D. Final Exam:

- WHAT WILL BE IN THE EXAM? The final exam will cover any material not covered by Exam 1 and/or Exam 2.
- WILL THERE BE A STUDY GUIDE? Yes.
- HOW MANY POINTS? 100 points.
- IS IT OPEN OR CLOSED BOOK? Closed Book.
- WHAT STUDENT LEARNING OUTCOMES DOES THIS LINK TO? This assignment will help fulfill Student Learning Outcomes #4

E. Exegetical and Interpretation Assignment(s):

- WHAT DO I HAVE TO DO FOR THE EXEGETICAL AND INTERPRETATION ASSIGNMENTS? See details below.
- WHEN ARE THE ASSIGNMENTS DUE? For due dates, please see Course Calendar.
- HOW DO I SUBMIT THE ASSIGNMENTS? Submit to the online course website.
- HOW MUCH ARE THE ASSIGNMENTS WORTH? There are four assignments. They are worth the following points:
Total of 100 points
NOTE: UNINTENTIONAL PLAGIARISM WILL BE TREATED AS SERIOUSLY AS INTENTIONAL PLAGIARISM, AND PLAGIARIZED PAPERS WILL RECEIVE AN “F” GRADE (0%) ON THE PAPER FOR THE FIRST OFFENSE AND AN “F” (0%) IN THE ENTIRE COURSE FOR THE SECOND OFFENSE. Please carefully review the Academic Integrity Policy in this syllabus to ensure that your paper has no plagiarism events.
- WHAT STUDENT LEARNING OUTCOMES DO THESE LINK TO? These assignments will help fulfill Student Learning Outcomes #2, 3, 4, 5.

12. STYLE STANDARD

The footnotes and bibliography in your paper must conform to the *SBL Style Guide*. For general guidance, consult Diana Hacker, *A Writer’s Reference*, 6th ed. Boston: Bedford/St. Martin’s, 2009 or refer to the following websites: <https://owl.english.purdue.edu/owl/resource/717/01/> and http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html.

13. EVALUATION AND ASSESSMENT

Grading Rubrics:

Contextual Approaches to Reading Exodus: A Report

PERFORMANCE LEVEL	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	SCORE
Book Review (100 points total)	0-64 POINTS Incomplete; poorly composed; numerous errors; hasty, shallow or no reflections. Poor comprehension and/or analysis.	70-79 POINTS Some errors; well written; average coverage; average in style; average reflections.	80-89 POINTS Some errors; well written; full coverage; above average style; good reflections and questions. Good comprehension and analysis.	90-100 POINTS Error free; comprehensive coverage; cogent style; insightful reflections; perceptive questions.	/100 points

Biblical Reading Guides

PERFORMANCE LEVEL	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	SCORE
Book Review (100 points total)	0-64 POINTS You've answered some of the reading guide. Your eyes were open while your bible was open. Poor writing.	70-79 POINTS You have accomplished about half of the reading guide. Your submission shows that you've read the biblical text. Exhibits some spelling and/or grammatical errors.	80-89 POINTS You have answered the majority of the questions in the reading guide. Your submission exhibits a thorough reading of the biblical text. Lacks spelling and grammatical errors.	90-100 POINTS You have thoroughly and clearly answered each question in the reading guide. Your submission exhibits a close and careful reading of the biblical text. Lacks spelling and grammatical errors.	/100 points

Criteria Used to Calculate Semester Grade:

Exam 1	=	100 points	10%
Exam 2 or alternate written assignment	=	100 points	10%
Final Exam	=	100 points	10%
Reading Quizzes (or other assessment method)	=	100 points	10%
Contextual Assignment	=	100 points	10%
Biblical Study Assignment(s)*	=	100 points	10%
Biblical Reading Guides	=	300 points	30%
In-class Participation	=	100 points	10%
TOTAL POINTS	=	1000 points	100%

* Instructions and grading rubrics will be given out later in the course.

Grading Scale:

100%-93% = A	89%-87%= B+	79%-77%= C+	69%-67%= D+	59%-0%= F
92%-90%= A-	86%-83%= B	76%-73%= C	66%-63%= D	
	80%-82%= B-	70%-72%= C-	60%-62%= D-	

14. INFORMATION LITERACY AND USE OF THE LIBRARY

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- Determine the nature and extent of the information needed.
- Access needed information effectively and efficiently.
- Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Individually or as a member of a group, use information effectively to accomplish a specific purpose.
- Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

15. ACADEMIC INTEGRITY

Statement #1: The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice-Provost for Undergraduate Programs, and online.

Statement #2: *Students found guilty of plagiarism will be reported to the Provost, and a memorandum of the plagiarism event will be placed in the student’s permanent file in the Provost’s office.*

Sanctions: Integrity expectations are consistent with those outlined in the APU Academic Integrity Policy. For papers determined to be the result of plagiarism, students will receive an “F” grade (0%). Additional infractions in this class or in others will result in an “F” (0%) grade for the entire class and may result in suspension or dismissal from the university.

16. COURSE POLICIES

All university and department policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Attendance

University Policy: “Class attendance is of paramount importance, and excessive absences will affect the final grade. The individual instructor defines for the student the grading and attendance policies for each class in the course instruction plan” (see University Undergraduate Catalog).

Tardies	Students will lose 10 points off their total grade for each time they are tardy.
Unexcused Absences	Students will receive a 5% reduction in their overall grade for each class missed up to 5 absences. Students who miss 6 or more classes will receive a failing grade.
Excused Absences	No grade reduction. Need note from Doctor or Professor (for official APU scheduled event). For Final Exam, notes will not be accepted except in the case of grave, life-threatening emergency. NO TRAVEL EXCEPTIONS WILL BE ALLOWED.

Class Participation

Class participation means simply participating verbally in question/answer and discussion during the class period. This includes being prepared to discuss reading assignments, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class.

Deadlines:

All assignments are due on the date due in the Course Calendar.

Make-up Work Policy:

Early final exams also are not allowed. In the case of extreme emergency, please consult the Instructor.

Incomplete Policy:

The university catalog states, “The grade ‘Incomplete’ (I) is given only under special circumstances. An “I” grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an Incomplete, the student must fill out the official Incomplete Form, available from the office of the Undergraduate Registrar. An Incomplete may be granted for up to 12 weeks from date of issue. Petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. An Incomplete submitted without the Incomplete Form or not made up within the allotted period will automatically become an F. An “IN” grade reflects an Incomplete with no filed paperwork at the time the grades were issued.”

Computer Skills Required:

All students in this class are expected to have the following computer skills:

- Facility with Word, including ability to properly:
 - insert footnotes
 - set margins,
 - set line spacing
 - format fonts
 - format headers, footers, and page numbers
- Ability to Save, Copy, and e-mail a Word document

If you do not have these skills, please immediately make an appointment with the Writing Center and ask them to help you. You may also familiarize yourself with all of these requirements by using the “Help” function in your Word program. Failure to display these skills will result in a corresponding drop in your assignment grades where applicable.

If you do not have Microsoft Word loaded on your PC or Mac, then please use the APU computers to compose your assignments.

Note: All students must possess a way to save their documents off the computer. Computer failure or crash *shall not be an excuse for a late or unsubmitted paper or assignment*. This is such a crucial habit to develop in life, that I will be especially strict in my grading if students have not backed up their work.

17. SUPPORT SERVICES

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please visit www.apu.edu/lec, or contact the LEC by phone at [626-815-3849](tel:626-815-3849), or email at lec@apu.edu.

18. WRITING CENTER STATEMENT

Students are encouraged to make use of the resources available at the Writing Center, offices located in the Marshburn Library on East Campus. The Writing Center is available to help students with all aspects of their writing projects. You may schedule an online appointment at <http://www.apu.edu/writingcenter/>

19. UNIVERSITY OR DEPARTMENTAL POLICIES

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

20A. CLASS VISITOR POLICY

Having uninvited guests in class may interfere with the classroom community-building process, impose someone on the class who lacks the shared history and background preparation often necessary to deal with sensitive issues, make some students reluctant to engage meaningfully and thus interfere with the learning process, and disrupt classroom activity. All prospective guest(s) must have a visitation date approved in advance by the registrar’s office, who will then contact the Instructor for final approval.

20B. EMERGENCY POLICY

It is highly recommended that you leave the class title, room and building location, and the APU campus phone number (626) 969-3434 with family and/or other contacts if you wish to be notified in case of an emergency.

21. COURSE CALENDAR

NOTE: Course schedule, topics, evaluation, and assignments may be changed at the Instructor's discretion.

Students will be responsible to have all reading and writing assignments completed by the assigned week.			
Schedule	Topics	Weekly Readings	Assignments
Week 1 Monday	Course Introduction		N/A
Wednesday	Geography/History of ANE & Israel	Wenham: xiii-7	Submit Student Information Sheet (final page of this syllabus)
Week 2 Monday	Genesis 1-3 Introducing Genesis	NOAB: Gen 1:1—3:24 Brown: xi-29	
Wednesday	Genesis 4-11 “What is the Bible?”/ History of the Bible Inspiration	NOAB: Gen 4:1—11:26 Brown: 30-51 Wenham: 9-34, 159-186	
Week 3 Monday	Genesis 1-11 and ancient Near Eastern Literature	Alter: ix-24	
Wednesday	Genesis 11-19:38 What is Biblical Scholarship? Brown Discussion	NOAB: Gen 11:1-19:38 Brown: 52-157	
Week 4 Monday	Genesis 20:1-25:18	NOAB: Gen 20:1-25:18 Wenham: 35-45 Alter: 25-54	
Wednesday	Genesis 25:19-36:43	NOAB: Gen 25:19—36:43 Wenham: 45-51	
Week 5 Monday	Genesis 37-42	NOAB: Gen 37:1-42:38 Wenham: 51-56	
Wednesday	Genesis 43-50	NOAB: Gen 43:1-50:26 Alter: 55-78	-Genesis Reading Guide Due -Prepare for Exam 1
Week 6 Monday	Exam 1		
Wednesday	Introducing Exodus	Wenham: 57-66 Alter: 79-110	
Week 7 Monday	Exodus 1-4	NOAB: Exodus 1:1-4:31	
Wednesday	Exodus 5-11	NOAB: Exodus 5:1—11:10	-Biblical Study

		Alter: 111-142	Assignment 1 Due
Week 8 Monday	Exodus 12-15	NOAB: Exodus 12:1-15:27	
Wednesday	Exodus 16-24	NOAB: Exodus 16:1—24:18 Wenham: 66-74 Alter: 143-162	
Week 9 Monday	Exodus 25-	NOAB: Exodus 25:1-30:38 Wenham: 74-80	-Turn in Contextual Approaches Reading Report
Wednesday	Exodus 31-40	NOAB: Exodus 31:12-40:38 Alter: 193-237	- Exodus Reading Guide Due
Week 10 Monday	Exam 2		
Wednesday	Introducing Deuteronomy	Wenham: 123-129	
Week 11 Monday	Deut 1-4	NOAB: Deut 1:1—4:43	
Wednesday	Deut 5-7	NOAB: Deut 4:44—7:26 Wenham: 129-133	-Biblical Study Assignment 2 Due
Week 12 Monday	Deut 8-11	NOAB: Deut 8:1-11:32	
Wednesday	Deut 12-20	NOAB: Deut 12:1-20:21 Wenham: 133-139	-Biblical Study Assignment 3 Due
Week 13 Monday	Deut 21-30	NOAB: Deut 21:1-30:20 Wenham: 139-143	
Wednesday	Deut 31-34	NOAB: Deut 31:1-34:12	-Deuteronomy Reading Guide Due
Week 14 Monday	The Old Testament as Christian Scripture		-Biblical Study Assignment 4 Due Prepare for Final Exam
Wednesday	Course Recap Final Review		-Biblical Study Assignment 4 Due Prepare for Final Exam
Final Exam Week Mon, Dec 11th-15th	FINAL EXAM WEEK Date and Time TBD		Prepare for Final Exam