

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 4/12/09

Department: Literature **Number:** 105

Course Title: The Bible As Literature **Units:** 3.0

Total Semester Hours: Lecture: 48 **Lab:** **Homework:** 80 **By Arrangement:** 16

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

English 100 with a grade of C or higher or equivalent.

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

105 The Bible As Literature

Minimum of forty-eight lecture plus sixteen hours by arrangement per term. Prerequisite: ENGL 100 with a grade of C or higher or equivalent. Selected texts from the Old and New Testaments and from the Apocrypha. Lectures, discussions, related readings, quizzes, term paper and project. (CSU/UC)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

105 The Bible As Literature

Prerequisite: ENGL 100 with a grade of C or higher or equivalent. Selected texts from the Old and New Testaments and from the Apocrypha. Lectures, discussions, related readings, quizzes, term paper and project. Plus minimum sixteen hours by arrangement per term. (CSU/UC)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

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

- 1) Identify standard forms of literature in major works of the Bible and the Apocrypha, including narrative, poetry, drama, epistle, etc.

- 2) Demonstrate an understanding of the difference between literary study of the Bible and other types, including Bible study per se, Bible as history, exegesis, etc., by using the standard techniques and terms of literary analysis to discuss and interpret Biblical texts.
- 3) Apply the usual tools of literary study—character analysis, identification of theme, major symbols, importance of setting, etc., to show the influence of the Bible on other works of literature, whether in a major or minor way.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Same as Student Learning Outcomes.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

Importance of the Bible as a literary work and as an influential work in other works of literature.

Representative Content:

Books of the Law (Pentateuch)

Historical Books (Former Prophets)

Poetic Books (Psalms, Job)

Wisdom Literature (Job, Wisdom, Ecclesiastes, Proverbs)

Books of Prophecy (Latter Prophets)

Tales of the Bible and the Apocrypha (Ruth, Susanna, Judith, Tobit)

Biographical Books: the Gospels, Acts

Letters: selected Epistles

Apocalyptic literature: Revelation, parts of Daniel

To demonstrate students' achievement of understanding of the Bible as a work of literature as well as one that has influenced many other works of literature (and continues to do so), course content includes a detailed term paper analyzing the influence of the Bible on another work of literature, using MLA format.

In addition, students participate in creation of a project, alone or with other students, reflective of a recurring Biblical theme or image. The project may take into account the student's/students' major field of study or special interests.

Sample course timeline is attached.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.**

Lectures, discussions, related reading, small group work, individual or group projects on subjects of special interest to students.

Quizzes, requiring short essay answers, teach critical thinking skills since they ask students to differentiate between simple identification and application of literary analysis techniques. The term paper does this in more detail, asking students to use sustained analytical skills to find all the ways in which a literary text shows Biblical influence, and to demonstrate knowledge of MLA format.

Hours by arrangement for this course may be fulfilled by use of the Writing Center to confer with instructors about appropriate subjects for the term paper, get help with literary analysis of the selected text, and/or help with proofreading and MLA format. In addition, students may make use of supplemental resources under the guidance of Writing Center faculty.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Quizzes, term paper, preparation of project and presentation to class of project, participation in discussions. All writing must show critical thinking skills rather than just summary skills or student's particular interpretation of a Biblical text.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

The New Oxford Annotated Bible with the Apocrypha, Augmented Third Edition, New Revised Standard Version. 2007.

A supplementary literary text to help illustrate how writers "retell" Biblical narratives or merely touch on Biblical themes is also recommended. *The Book of God: The Bible as a Novel* by Walter Wangerin, Jr. (Grand Rapids: Zondervan, 1996, 2001) works well for the former. Collections of short stories or poems are good choices for the latter.

Prepared by: _____
(Signature)

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Submission Date: _____