

RELS311

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : RELS311 **Title :** Introduction to the Bible

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course explores the languages, canonization, organization and translation of the Bible. The genres of narrative, poetry, wisdom, law, prophecy, gospels, parables, letters, and apocalypse are analyzed in order to thoughtfully read the Bible without the aid of other reference works. This course is foundational to further Biblical study.

Course Scope:

No other book in the history of Western civilization has had a more profound affect than the Bible. Western cultures, traditions, laws and beliefs have all been influenced by the Bible and its many interpretations. Unfortunately however, this same Bible has also been intimidating and confusing for some readers, and as a result, many never pick it up and explore its riches and depth. In this course, learners will develop a greater understanding and appreciation of the historical and literary value of both the Old and New Testaments. Included will be a discussion of the political and religious history of Biblical times, the original languages, modern translations, and the varied literary styles of the authors. Learners will discover how to explore the Bible for themselves and develop their own careful and thoughtful opinions about its meaning. The course both stands by itself and serves as a reliable foundation for further study of Judaism, Christianity and the Bible itself.

Objectives

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

1. Interpret each of the various sections of the Bible independently, without the aid of commentaries, dictionaries, etc,
 2. Articulate and critique various contemporary methods of exegeting (understanding) a Biblical text,
 3. Describe the history and transmission of the Hebrew, Aramaic and Greek manuscripts of the Bible, and
 4. Evaluate and assess the numerous English translations available today.
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Outline

Week 1: Introduction, Personal Experience, and History

Learning Outcomes

Identify and analyze the genres, history, development of the Biblical texts

Required Readings

- Week 1 Lesson Content
- Johnston, ch 1: Johnston, Philip. VP Introduction to the Bible. Downers Grove, Ill.: VP Academic, 2006.
- Kaminsky, pp. 1-29: Kaminsky, Joel S., Joel N. Lohr, and Mark Reasoner. The Abingdon Introduction to the Bible: Understanding Jewish and Christian Scriptures, Nashville, TN: Abingdon Press, 2014.
- Ezra-Nehemiah
- Mark

Assignments

- Self-Introduction
- Forum 1

Week 2: Canon & Organization

Learning Outcomes

Describe and evaluation the canon and organization of the Bible

Required Readings

- Week 2 Lesson Content
- Johnston, ch 2: Johnston, Philip. VP Introduction to the Bible. Downers Grove, Ill.: VP Academic, 2006.
- Kaminsky, pp. 30-49: Kaminsky, Joel S., Joel N. Lohr, and Mark Reasoner. The Abingdon Introduction to the Bible: Understanding Jewish and Christian Scriptures, Nashville, TN: Abingdon Press, 2014.

Assignments

- Initial Reflection Paper
- Forum 2

Week 3: Translation & Hebrew Poetry

Learning Outcomes

Describe the process of language translation

Recognize and critique Hebrew poetry

Required Readings

- Week 3 Lesson Content
- Johnston, ch 5 Johnston, Philip. VP Introduction to the Bible. Downers Grove, Ill.: VP Academic, 2006.
- Kaminsky, pp. 171-182, 200-219 Kaminsky, Joel S., Joel N. Lohr, and Mark Reasoner. The Abingdon Introduction to the Bible: Understanding Jewish and Christian Scriptures, Nashville, TN: Abingdon Press, 2014.
- 25 of the Psalms
- Major English Translations of the Bible (pdf)
- Dead Sea Scrolls (video)

Assignments

- Forum 3

Week 4: Hebrew Wisdom & Narrative

Learning Outcomes

Recognize and critique Hebrew wisdom and narrative

Required Readings

- Week 4 Lesson Content
- Johnston, ch 4,10, Johnston, Philip. IVP Introduction to the Bible. Downers Grove, Ill.: IVP Academic, 2006.
- Kaminsky, pp. 99-130, 183-197, 220-241, Kaminsky, Joel S., Joel N. Lohr, and Mark Reasoner. The Abingdon Introduction to the Bible: Understanding Jewish and Christian Scriptures, Nashville, TN: Abingdon Press, 2014.
- Proverbs
- Acts

Assignments

- Discussion Paper - Translation
- Forum 4

Week 5: Gospels & Parables

Learning Outcomes

Recognize and critique the Gospels and parables

Required Readings

- Week 5 Lesson Content
- Johnston, ch 8,9 Johnston, Philip. IVP Introduction to the Bible. Downers Grove, Ill.: IVP Academic, 2006.
- Kaminsky, pp. 254-291 Kaminsky, Joel S., Joel N. Lohr, and Mark Reasoner. The Abingdon Introduction to the Bible: Understanding Jewish and Christian Scriptures, Nashville, TN: Abingdon Press, 2014.
- Gospel of John

Assignments

- Forum 5

Week 6: Law & Prophecy

Learning Outcomes

Recognize and critique law and prophecy

Required Readings

- Week 6 Lesson Content
- Johnston, ch 3,6; Johnston, Philip. IVP Introduction to the Bible. Downers Grove, Ill.: IVP Academic, 2006.

- Kaminsky, pp. 52-98, 131-168; Kaminsky, Joel S., Joel N. Lohr, and Mark Reasoner. The Abingdon Introduction to the Bible: Understanding Jewish and Christian Scriptures, Nashville, TN: Abingdon Press, 2014.
- Exodus
- Micah

Assignments

- Discussion Paper - Life and Law
- Forum 6

Week 7: Letters & Apocalypse

Learning Outcomes

Recognize and critique the letters and apocalypse

Required Readings

- Week 7 Lesson Content
- Johnston, ch 11,12; Johnston, Philip. MP Introduction to the Bible. Downers Grove, Ill.: IVP Academic, 2006.
- Kaminsky, pp. 297-364; Kaminsky, Joel S., Joel N. Lohr, and Mark Reasoner. The Abingdon Introduction to the Bible: Understanding Jewish and Christian Scriptures, Nashville, TN: Abingdon Press, 2014.
- 1 Corinthians
- Revelation

Assignments

- Web Site Evaluation
- Forum 7

Week 8: Conclusion & Review

Learning Outcomes

Identify and assess the major study aids

Assignments

- Reading Report & Final Reflection
 - Forum 8
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Evaluation

Grading:

Name	Grade %
Essay Assignments	35.00 %
Week 2 - Initial Reflection Paper	11.67 %
Week 4 - Discussion Paper - Translation	11.67 %

Week 6 - Discussion Paper - Life and Law	11.67 %
Forum Participation	35.00 %
Week 1 Introduction Forum	3.50 %
Week 1 - Exploring the Old Testament	3.50 %
Week 2 - Reflection Discussion	3.50 %
Week 2 - Canon and Organization	3.50 %
Week 3 - Translation and Poetry	3.50 %
Week 4 -- Discussion Paper Topic	3.50 %
Week 5 - The Gospel World	3.50 %
Week 6 - Law and Prophecy	3.50 %
Week 7 - Letters and Apocalyptic	3.50 %
Week 8 - Website Evaluation Discussion	3.50 %
Web Site Evaluation	15.00 %
Week 7 - Website Evaluation	15.00 %
Reading Report and Final Reflection	15.00 %
Week 8 -Reading Report & Final Reflection	15.00 %

Materials

Book Title: The IVP Introduction to the Bible - e-book available in the APUS Online Library

Author: Johnston, Philip

Publication Info: Intervarsity Press

ISBN: 9780830839407

Book Title: The Abingdon Introduction to the Bible - e-book available in the APUS Online Library

Author: Kaminsky, et. al.

Publication Info: Abingdon Press

ISBN: 9781426751073

Book Title: Students need two English translations of the Bible (available online at <http://bible.com>) One translation should be either the New International Version, the New Living Translation or the New American Standard

Author: N/A

Publication Info: N/A

ISBN: N/A

Recommended Text

Lawrence, Paul, and A. R. Millard. The IVP Atlas of Bible History. Downers Grove, Ill.: IVP Academic, 2006.

Important: To access any e-books that are required for this course, please search the Resources section in the classroom, the Online Library and also read this FAQ - <http://ezproxy.apus.edu/login?>

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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