ENG-2720: SURVEY OF BIBLICAL LITERATURE

Cuyahoga Community College

Catalog Description:
Critical analysis of selected books of the Bible with emphasis on those works that have been particularly influential in Western literary tradition.

Credit Hour(s):
3

Lecture Hour(s):
3

Lab Hour(s):
0

Other Hour(s):
0

Requisites
Prerequisite and Corequisite
ENG-1020 College Composition II, or ENG-102H Honors College Composition II, or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have "Never Attended" a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Analyze the uses of literary genres in the Bible.
Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Define the features of the major literary genres in the Bible, e.g., narrative, history, poetry, prophecy, letters, gospels, and others.
2. Define the features of the minor literary genres in the Bible, e.g., covenant, legal code, etiology, apocalypse, and others.
3. Analyze a Biblical text in terms of its literary genre, especially how it follows and departs from genre conventions

Course Outcome(s):
Read critically and analyze rhetorical and literary devices, and themes and motifs used in Biblical literature.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Analyze writers’ uses of the most important rhetorical and literary devices in the Bible
2. Analyze writers’ methods of characterization and plot development
3. Analyze the intertextuality of themes and motifs, and recurring plots, characters, and literary devices that unify Old and New Testament literature

Course Outcome(s):
Evaluate Biblical texts for their literary value.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Identify the literary features of selected Biblical texts
2. Evaluate the effectiveness of writers’ uses of rhetorical and literary devices

Course Outcome(s):
Interpret Biblical texts in their original context as examples of ancient Near Eastern literature and culture.

Essential Learning Outcome Mapping:
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):
1. Apply type scene and archetypal analysis to Biblical characters and plots in the Old and New Testaments
2. Identify features of oral literature in Biblical narratives and the gospels
3. Identify features of Hebrew and other Near Eastern poetry in the Bible, e.g., psalms, songs of praise, victory songs, hymns
4. Identify the original historical context of Old Testament texts
5. Analyze the characterizations of male and female characters in the Bible with respect to ancient Near Eastern culture and values
6. Compare Biblical texts with similar texts from ancient Near Eastern literature, e.g., the Genesis creation stories and Gilgamesh and Enuma Elish

Course Outcome(s):
Interpret Biblical texts in their original context as examples of ancient Greek culture and rhetoric.

Essential Learning Outcome Mapping:
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):
1. Identify features of classical Greek rhetoric in New Testament texts
2. Identify the original historical contexts of New Testament texts
3. Analyze New Testament texts as sites of conflict with the early Christian communities
Course Outcome(s):
Read critically and analyze in writing the literary features of a passage of Biblical literature.

Essential Learning Outcome Mapping:
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Compare and contrast passages of Biblical literature dealing with similar plots, characters, themes, or literary devices, e.g., birth narratives in Matthew and Luke
2. Compare and contrast translations of Biblical texts with respect to their literary features

Course Outcome(s):
Write about Biblical literature from a critical and historically informed perspective.

Essential Learning Outcome Mapping:
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Interpret Biblical texts in terms of their original cultural and historical context
2. Use appropriate electronic databases to locate academic sources on historical and scholarly interpretations of selected Biblical texts
3. Evaluate contemporary interpretations of Biblical texts, which may include uses of Biblical texts in art, poetry, music, films, and other types of popular culture and the arts

Methods of Evaluation:
1. Participation in class lectures and discussions
2. Journal responses
3. Analytical essays, e.g., translation comparisons and Psalm analyses
4. Research papers
5. Quizzes and objective tests
6. Essay examinations

Course Content Outline:
1. The Bible as an anthology of literature
   a. Genres of literature found in the Old and New Testaments
   b. Organization of the Bible
   c. Composite authorship and oral composition
   d. Formation of the Biblical canons
   e. History of translations of the Bible
   f. History of Biblical manuscripts
2. Historical background of the Old Testament
   a. The Bronze Age
   b. Ancient Egypt and Israel
   c. Invasions of the Assyrians and Babylonians
   d. The destruction of Solomon’s Temple and the end of the Davidic dynasty
   e. The Babylonian exile
   f. Alexander the Great and Hellenization
3. Common literary and rhetorical devices in Biblical narratives
   a. Metaphor
   b. Simile
   c. Symbol
   d. Allegory
   e. Parataxis
   f. Parallelism
   g. Repetition
h. Hyperbole
i. Irony
j. Satire
k. Puns
l. Other forms of wordplay

4. Type scene and archetypal analysis of characters and plots
a. The barren woman
b. The hero
c. The journey
d. Calling of the prophet/annunciation
e. Epiphany
f. The man and woman at the well

5. Features of oral literature in the Bible
a. Type scene
b. Envelope structure
c. Parallelism
d. Repetition
e. Epithet
f. Intercalation or sandwich

6. Major and minor literary genres in the Bible
a. Narrative
b. Poetry
c. History
d. Prophecy
e. Law
f. Wisdom
g. Letter
h. Gospel
i. Apocalyptic
j. Proverb
k. Parable
l. Etiology
m. Covenant
n. Historical recital
o. Others

7. Biblical narratives in Genesis in the Old Testament
a. Creation stories and their parallels in ancient Near Eastern literature
b. Narratives of the Flood
c. Narratives of the patriarchs
   i. Abraham
   ii. Isaac
   iii. Jacob
d. Narrative of Joseph and his brothers and their Near Eastern sources

8. Biblical history in the Old Testament
a. Moses and the Exodus
b. Judges, prophets and the first kings of Israel (Judges, 1-2 Samuel, 1-2 Kings)
c. Heroic women in history
   i. Ruth
   ii. Esther
   iii. Judith

a. Covenants
   i. Noah
   ii. Abraham
   iii. Moses and the 10 Commandments
b. Legal codes in Exodus and Leviticus and the Near East

10. Biblical poetry in the Old Testament
a. Psalms  
b. Song of Songs  
c. The major literary prophets  
  i. Isaiah  
  ii. Jeremiah  
  iii. Ezekiel  
d. Victory songs  
e. Hymns  

11. Biblical prophecy  
a. The literary prophets  
  i. Isaiah  
  ii. Jeremiah  
  iii. Ezekiel  
b. Jonah as the anti-prophet  

12. Wisdom literature and the ancient Near East  
a. Job  
b. Ecclesiastes  
c. Proverbs  

13. History background of the New Testament  
a. Hellenization  
b. The Seleucid and Ptolemaic kings  
c. The Maccabean revolt  
d. The Hasmonean kings  
e. The Roman Empire  
f. The Jewish-Roman wars  

14. Greek rhetoric and Pauline and pseudo-Pauline letters  
a. Greek rhetoric in Paul’s letters  
b. Selected chapters of Acts  
c. Selected pseudo-Pauline or other letters (e.g., Ephesians, James)  
d. Early Christian communities as sites of conflict  

15. Synoptic Gospels  
a. Gospels as reflections of the audiences of their respective Christian communities  
b. Two-Source Hypothesis and Q  
c. Infancy narratives  
d. Imagery and motifs  
e. Parables  
f. Passion narratives  
g. Features of oral literature  
h. Similarities and differences between narratives common to the gospels  
  i. Mark as the first gospel and Mattian/Lucan variations  

16. Gospel of John  
a. Similarities and differences between John and the synoptic gospels  
b. Distinctive imagery  
c. Motifs  
d. Characters in John  

17. Apocalyptic literature in the Old and New Testaments and its distinctive rhetoric, language, and imagery/motifs  
a. The Book of Daniel  
b. The Book of Revelation  

Resources  


**Resources Other**

Open Yale Courses: Introduction to the Old Testament with Christine Hayes (online)

Open Yale Courses: Introduction to the New Testament History and Literature with Dale B. Martin (online)

The Text This Week: Art Index (online)

Bible Gateway (online)

**Instructional Services**

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