

**San José State University**  
**Department of English & Comparative Literature College**  
**of Humanities & the Arts/**  
**ENGL 115.01: The Bible as Literature Spring 2020**

<b>Instructor:</b>	Dr. Mary Warner
<b>Office Location:</b>	FOB 127
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<b>Email:</b>	mary.warner@sjsu.edu
<b>Office Hours:</b>	M: 10:00-11:30; T: 10:30–11:45, 3:00-5:00; Th: 10:30-12:00; F: 3:00-5:00; To schedule an appointment, please go to the following link on the English Department website: <a href="https://calendar.google.com/calendar/selfsched?sstoken=UVBKRUthNXRMajE5fGRIZmF1bHR8ZTQxYmYxMzUwNDY0ZmZmNDQ5MjhhYTE4MTQ3MzcyNDM">https://calendar.google.com/calendar/selfsched?sstoken=UVBKRUthNXRMajE5fGRIZmF1bHR8ZTQxYmYxMzUwNDY0ZmZmNDQ5MjhhYTE4MTQ3MzcyNDM</a>
<b>Class Days/Time:</b>	M/W: 4:30 – 5:45
<b>Classroom:</b>	SH 348
<b>Prerequisites:</b>	As this is an upper division course, it is expected that you have already taken general education requirements such as ENGL 1A and 1B, and that you have already developed upper division skills as well as high standards for your written work. In English department courses, your instructors comment not only on the content of your written work, but also on the quality of work being displayed. All student writing should contain clear focus, correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/faculty/mary.warner/>. You are responsible for regularly checking with the messaging system through MySJSU to learn any updates.

**Course Description:** Study of the Bible from the perspective of literature. In ENGL 115, *The Bible as Literature*, students will examine key portions of the Bible, exploring its array of subjects, themes, literary styles and genres, and contributions to the literature of Western Civilization. (4 credits)

**Course Goals:** Students will learn to

1. read, discuss, and understand the Bible from a non-sectarian literary perspective
2. identify, analyze, and interpret the literary devices used
3. identify, analyze, and interpret major themes in specific books of the Bible
4. recognize the Bible's rich contribution to other major literary works and integrate this knowledge with that for other course work in the humanities
5. produce thoughtful written work demonstrating the abilities learned in 1-4 above

### **Program Learning Objectives—Department of English & Comparative Literature**

Students will demonstrate the ability to

- 1) read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
- 2) show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
- 3) write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- 4) develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- 5) articulate the relations among culture, history, and texts.

ENGL 115 specifically addresses the following Program Learning Objectives

- read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric – **Course Requirements 1, 4, 5, 6**
- write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject—**Course Requirements 2, 5**
- develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively –**Course Requirements 2, 3**
- articulate the relations among culture, history, and texts—**By its very nature the Bible is a work of many genres and of cultural and historical significance and addresses this SLO.**

**Required Texts/Readings:** *The New Oxford Annotated Bible with the Apocrypha*, Revised Standard Version, 5th edition. Coogan, Michael D., ed; Brettler, Marc Z., Carol A. Newsom, and PHEME PERKINS, assoc. eds. Oxford University Press USA, 2018.

*The Bible and Its Influence*, 2<sup>nd</sup> edition. Cullen Schippe and Chuck Stetson, general editors, New York & Fairfax, VA: The Bible Literacy Project Publishing

*The Bible and Its Influence* (Student Edition)-

Code- <https://app.editionguard.com/download/the-bible-and-its-influence-student-edition/S9K5Tp71QZ>

<https://app.editionguard.com/download/the-bible-and-its-influence-student-edition/nbwqclawbX>

**Course Handouts:** located at <http://www.sjsu.edu/faculty/mary.warner/>

**\*\*Note\*\*** Please print out the handouts needed for each class prior to the class meeting. Since too many students fail to pay attention and participate in class when they use laptops or e-readers, I prefer that you don't rely on these for the materials we'll read/discuss in class.

## Library Liaison

Peggy Cabrera: Email: [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu); Phone: 408-808-2034

## Course Requirements and Assignments:

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in at <http://www.sjsu.edu/senate/docs/S12-3.pdf>

1. Thorough and engaged reading of all assigned texts. The course's fundamental purpose is to increase students' familiarity with the literary aspects of the Bible, comprehensively, not as isolated quotations, and to this end, students must do consistent and careful reading. **20% of the overall grade for the course is determined by participation and discussion**, neither of which can be done well without doing the necessary reading. One specific measurement of participation will be the Key Quotes due Mondays at the beginning of class. Additionally, oral presentations: the response to a video in the *Genesis: A Living Conversation* series; presentation on imagery in Isaiah Chapters 40-66; oral reading of a chapter from the Gospel according to Mark – are components of participation. – (SLO 1)

2. **Two essays of 3-5 pages**--one of the essays will come from topics connected to the study of the Old Testament, specifically the Torah (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy); the Neviim (the Prophets)--selections from the Former Prophets: Joshua, Judges, 1 and 2 Samuel, 1 and 2 Kings; and the Latter Prophets: Amos, Hosea, Habakkuk, Jonah, Isaiah, Jeremiah, and Ezekiel; and the Ketuvim (the Writings)--including selections from Psalms and Proverbs, the book of Job, the Song of Songs and Ecclesiastes).

The second essay will be based on topics from New Testament or the Christian Foundational Writings--the Gospel According to Mark, the Gospel According to John (selections), the Acts of the Apostles, selections from Romans, 1 & 2 Corinthians, and Galatians; and Revelation. Each essay is worth the following percentage of the overall course grade. (PLO 1 & 2)

Essay One--10%

Essay Two--**15%**

I will provide a rubric for scoring the essays as a separate handout.

3. You will give an oral presentation of one of your essays or writings for the 4<sup>th</sup> credit requirements--you will be able to select the writing on which you'd like to report. Oral presentations should be 5-8 minutes and should offer your insights and research findings. Oral presentations will earn **5% of your overall grade.** – **(PLO 4)**

4. A mid-term examination that will account for **10% of the course grade.**

5. Sustained Silent Writing (SSW)—each week we will do 20 minutes of SSW—your writing might provide the basis for one of your papers, response to readings or to ideas raised in class discussion. Please keep a folder with the writing done in each of the SSW times and plan to submit it according to the schedule for review. **The writing is done in-class only. The SSW requirement is 10% of the course grade.** – **(PLO 1 & 2)**

6. A final examination that will account for **10% of the course grade; the exam is on Tuesday, May 19 from 9:45-12:00.**

**Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement which will comprise 20% of the course grade:**

- Increased course content and/or collateral readings

1-2 page-paper on a Psalm of your choice	Due April 20
Response to a video lecture on one of the following topics: Biblical women, Song of Songs/Ecclesiastes, the Book of Revelation, or Music in the Hebrew Bible or in the Christian Foundational Writings; or to a chapter in <i>The Bible and Its Influence</i>	1-3-page-paper of summary and commentary; Oral Presentation on April 20 or May 11
1-2-page-paper on the focus of the Gospel of Luke or Matthew	Due April 29

I evaluate and assess all of the requirements listed above according the grading policy listed below. A more detailed description of the 1-unit enhancement is attached to this syllabus.

**\*\*\* IF** you are able to bring a laptop to class, this will facilitate the SSW writing and access to on-line handouts**\*\*\***

**Grading:** The above requirements total 100%; I will be assigning a percent for each and averaging the scores. The letter equivalent is as follows and allows for plus/minus grading:

A plus = 97% and above	A = 94% to 96%	A minus = 91% -93%

The Department of English & Comparative Literature reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of performance: A=Excellent; B=Above Average; C=Average; D=Below Average; F=Failure

### **Paper Evaluation Guide (Developed by the English Department)**

available at the following link under Grading Policy:

<http://www.sjsu.edu/english/comp/policy/index.html#GradingPolicy>

### **University Policies**

**Participation Policy:** According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.” Because this course is predominantly discussion and lecture based, attendance and participation are essential. The best education is more student-centered than teacher-directed, and to receive the best education, each student must be willing to make a significant contribution to the learning that happens. Remember that **20%** of the overall grade in the course is earned through participation, oral presentations and discussion.

#### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

#### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability..

#### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at

all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**Course Calendar: (Subject to change to better address your needs and to accommodate any outside presenters)**

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	<b>M., Jan. 27</b>       <b>W., Jan. 29</b>	Introduction to the course, the syllabus; Protocols for study of the Bible from a literary perspective; Introductory writing activity; Presentation of key terms and background; ASSIGNMENT: Introduction; Genesis 1-13-- 2 Key Quotes <b>due on M., Feb. 3</b> ; <i>The Bible and Its Influence (B&amp;Inf)</i> Chapters 1 &2; ***** Voices in the Text/Creation Stories/the "Silent Spots"--Begin discussing Genesis 1-13 and material from Chapters 1& 2 <i>B&amp;Inf</i> ; SSW; ASSIGNMENT: Genesis 15-23; Chapters 3&4 <i>B&amp;Inf</i> ;
2	<b>M., Feb. 3</b>       <b>W., Feb. 5</b>	Video from the <i>Genesis: A Living Conversation</i> series; ASSIGNMENT: Cont. work on Genesis through Ch. 23, Chapter 5 <i>B&amp;IF</i> ; Responses to the video we've viewed in class; View one of the videos in the <i>Genesis</i> series before <b>Mon., Feb. 10</b> and record notes for an oral report; <b>Group 1 – SSW folders for 1<sup>st</sup> check due on Feb. 12</b> ***** Voices in the Text/Creation Stories/the "Silent Spots"—discussion of Genesis 15-23; SSW; ASSIGNMENT: Genesis 24-35; View a video from the <i>Genesis</i> series <b>before Feb. 10</b> ; 2 Key Quotes <b>due Feb. 10</b> ; Oral Presentations on <i>Genesis</i> videos: "Temptation," "First Murder," "Apocalypse;"
3	<b>M., Feb. 10</b>       <b>W., Feb. 12</b>	Cont. discussion of Genesis 24-35; Oral Presentations on <i>Genesis</i> videos; ASSIGNMENT: Genesis 37-50; Reports on remaining <i>Genesis</i> videos; ***** Finish discussion of Genesis; Finish Oral Presentations on <i>Genesis</i> videos, SSW ASSIGNMENT: Exodus 1-20; Chapter 6 <i>B&amp;Inf</i> ; 2 Key Quotes <b>Feb. 17</b> ; <b>Group 2– SSW folders for 1<sup>st</sup> check due on Feb. 19</b> ;
4	<b>M., Feb. 17</b>       <b>W., Feb. 19</b>	Begin discussion of Exodus; ASSIGNMENT: Exodus 21-24, 28-29, 32-34 Chapter 7 <i>B&amp;IF</i> ; ***** Cont. discussion of Exodus: the Meeting on Sinai; the Theme of Memory; SSW;

Week	Date	Topics, Readings, Assignments, Deadlines
		ASSIGNMENT: Leviticus 1, 4, 7, 10, 12, 19-26; 2 Key Quotes <b>due Feb. 24; Group 3 - SSW folders for 1<sup>st</sup> check due Feb. 26;</b>
5	<b>M., Feb. 24</b>  <b>W., Feb. 26</b>	Leviticus 1, 4, 7, 10, 12, 19-26: the Slave mentality, Offerings, the Law and Service to God; ASSIGNMENT: Numbers 6, 8, 11, 12-17, 20-24, 27; <b>Group 1 – SSW folders for 2<sup>nd</sup> check due on March 4</b>  Discussion of the Book of Numbers; Explanation of Commentary Essays, Topics & Rubric for Papers; SSW; ASSIGNMENT: Deuteronomy 1-13, 15-16, 18-20; 2 Key Quotes <b>due March 2;</b>
6	<b>M., March 2</b>  <b>W., March 4</b>	Deuteronomy and "the Threefold If;" ASSIGNMENT: Deuteronomy 21-23, 25-27, 30-34; ***** Completion of Deuteronomy; SSW; ASSIGNMENT: Joshua 1-13; Chapter 8 <i>B&amp;Inf</i> ; 2 Key Quotes <b>due March 9; Group 2 – SSW folders for 2<sup>nd</sup> check due on March 9 (Note this is Monday; the Midterm is March 11)</b>
7	<b>M., March 9</b>  <b>W., March 11</b>	The Taking of the Land—Joshua 1-13; Review for Midterm; ASSIGNMENT: Prepare for Midterm; <b>Paper 1 due March 16 or 18</b> ***** <b>Midterm Exam</b> ASSIGNMENT: Joshua 20-24, Judges 1-6, 8, 11; 2 Key Quotes due <b>March 16; Paper 1 if using March 16 date; Group 3 – SSW folders for 2<sup>nd</sup> check due on March 18</b>
8	<b>M., March 16</b>  <b>W., March 18</b>	Finish Joshua; Songs--the Song of Deborah; Jephthah's daughter; Samson; ASSIGNMENT: Judges 13-16, 19-21; 1 Samuel; <b>Group 1 – SSW folders for 3<sup>rd</sup> check due on March 25; Paper 1 if using March 18 date.</b> *****  The History Books: I Samuel/"Absalom, Absalom"; SSW; ASSIGNMENT: 2 Samuel 1-24; Kings 1-4, 8, 10-13, 17-19, 22; 2 Key Quotes due <b>March 23; Chapter 9 B&amp;Inf;</b>
9	<b>M., March 23</b>  <b>W., March 25</b>	2 Samuel and I Kings; ASSIGNMENT: 2 Kings 1-5, 23-25; <b>Group 2 – SSW folders due for 3<sup>rd</sup> check on April 8</b> ***** Oral Presentations of Paper 1; Finish Kings; "The Prophetic Conventions," SSW; ASSIGNMENT: Amos, Hosea, Habakkuk, Jonah; 2 Key Quotes due <b>April 6; Chapter 10 &amp; 12 B&amp;Inf;</b>
10	<b>M., April 6</b>	"The Prophetic Conventions; Amos, Hosea, Habakkuk, Jonah";



Week	Date	Topics, Readings, Assignments, Deadlines
15	<b>M., May 11</b>	Oral presentations of papers; SSW; Review for the Final Exam; ASSIGNMENT: Prepare for Final Exam
16	<b>T., May 19</b>	<b>Final Exam 2:45-5:00</b>