COURSE SYLLABUS: Introduction to Old Testament

Term: Fall 2014 (2014-1) • Course #: RLST 310x • Room 263

Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Fr. Kevin M. Scalf, C.PP.S. / Missionaries of the Precious Blood</th>
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</thead>
<tbody>
<tr>
<td>Office Number:</td>
<td>219.659.0023 (parish)</td>
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<tr>
<td>Phone Number:</td>
<td>219.742.7982 (cell)</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:kscalf@ccsj.edu">kscalf@ccsj.edu</a></td>
</tr>
<tr>
<td>Other Contact:</td>
<td><a href="mailto:kscalf@bishopnoll.org">kscalf@bishopnoll.org</a></td>
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<tr>
<td>Hours Available:</td>
<td>By appointment.</td>
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Instructor’s Background:

- MA, Biblical Studies, Mount St. Mary’s Seminary, Cincinnati
- MA, Theology, Xavier University, Cincinnati
- MDiv, Divinity, Catholic Theological Union, Chicago
- BA, Communication Arts, College of Mount St. Joseph, Cincinnati
- BA, Religious Studies, College of Mount St. Joseph, Cincinnati
- BA, Philosophy, College of Mount St. Joseph, Cincinnati

Course Information:

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<tr>
<th>Course Time:</th>
<th>Wednesdays, 7:00—10:00 p.m.</th>
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<tr>
<td>Classroom:</td>
<td></td>
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<tr>
<td>Prerequisites:</td>
<td>None.</td>
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<td>Textbooks:</td>
<td>The Bible. (Please do not use the King James Version.) New Oxford Annotated, preferred.</td>
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Skill Acquisitions:
By the end of the course students will have read major portions of the Old Testament that highlight the various themes listed below, as well as selected readings from hand-outs. Class periods will consist of lecture, small and large group discussion. Your participation in the discussions will be very important to our mutual growth and learning. Skills acquired will include: how to read biblical texts in their historical contexts; how to distinguish various forms of biblical literature (e.g., history, poetry, psalms, prophetic oracles, stories of origins, etc.); how to evaluate various kinds of biblical interpretation, and how to relate Old Testament to New Testament texts and themes.

Course Description:
This course will survey the historical, literary, cultural and theological heritage in ancient Israel from its earliest beginnings to the start of the Christian era. Special attention will be paid to the geographical and historical contexts in which the Jewish scriptures arose, their social settings, political biases, and theological message.
Learning Strategies:
Blackboard, Technology, Group Discussions, Research and Presentation, Collaborative Learning, Lecture.

Extra Credit:
- Extra credit is **not** available in this course. The student is expected to work consistently well throughout the term.

Grading Scale:

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-92</td>
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<tr>
<td>A-</td>
<td>91-90</td>
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<tr>
<td>B+</td>
<td>89-88</td>
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<tr>
<td>B</td>
<td>87-82</td>
</tr>
<tr>
<td>B-</td>
<td>81-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-78</td>
</tr>
<tr>
<td>C</td>
<td>77-72</td>
</tr>
<tr>
<td>C-</td>
<td>71-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-68</td>
</tr>
<tr>
<td>D</td>
<td>67-62</td>
</tr>
<tr>
<td>D-</td>
<td>61-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
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Assessment:
1. **Papers:** Weekly Reflection Paper upon specific scriptural texts. (See addendum).
2. **Quizzes:** Weekly quiz over material from previous class, only. (Objective/Short answer format.)
3. **Research:** One academic research paper due at mid-term. (Details provided in class.)
4. **Participation:** Active listening, verbal participation, asking questions, contributing ideas and demonstration in the large and small group, and a natural engagement with the material.
5. **Oral Final Examination:** Details presented in class.
6. **Self-Evaluation:** Toward the end of the semester, each student will compose a comprehensive self-evaluation, narrative form, of her/his progress during the term. A form describing this reflective process will be provided by the instructor with specific instructions. The document will then be seriously considered by the instructor as the semester grade is being determined. (1 page)

N.B. (Each assignment is graded upon a point system, not an overall percentage per category, e.g., student Penelope earned a 13/17 on last week’s quiz.)
<table>
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<th>Policies and Procedures</th>
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<tr>
<td><strong>Class Policy on Attendance:</strong></td>
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<tr>
<td>Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Students must be on-time unless previously approved by the instructor. Each student will be penalized one point from her/his semester average for each unexcused tardy. A student will be required to drop the class after three absences, approved or not approved. No exceptions.</td>
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<tr>
<td><strong>Class Policy on Electronic Devices</strong></td>
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<tr>
<td>Technology</td>
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<td>- One point deduction from one’s semester average for each cell phone “indicator,” e.g., vibration, ring tone, noticeable illumination, etc.</td>
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<tr>
<td>- One deduction from one’s semester average for online navigation that is impertinent to the academic task, e.g., checking Facebook, etc.</td>
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<tr>
<td><strong>Class Participation:</strong></td>
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<tr>
<td>Includes asking questions in class, responding to presented questions, active listening, contribution within small group discussions, focused attentiveness. One point deduction from one’s semester average for sleeping in class, i.e. eyes closed for more than three seconds; indications of slobber.</td>
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<tr>
<td><strong>Statement of Plagiarism:</strong></td>
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<tr>
<td>If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.</td>
</tr>
<tr>
<td>PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.</td>
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<tr>
<td><strong>Citation Guidelines:</strong></td>
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<tr>
<td>Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Follett has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.</td>
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<tr>
<td><strong>Withdrawal from Classes Policy:</strong></td>
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</table>
| After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the
final determination to accept or deny the request.
If the request is honored by the faculty member, the student will receive
notification of official withdrawal from the Registrar after meeting or speaking
with a member from Academic Advising, Financial Aid and Athletics (if applicable).
These departments will notify the student of academic, financial, and athletic
eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why
the withdrawal is disallowed. Please note that if the request does not require
instructor approval, the student must still meet or speak with a member from
Academic Advising, Financial Aid and Athletics (if applicable) before the
withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript.
Discontinuing a course without a written request for withdrawal automatically
incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw
(FW) is indicated when the student does not complete withdrawal paperwork with
the Office of Academic Advising nor does the student notify the instructor of their
intent to withdraw due to an illness, accident, grievous personal loss, or other
circumstances beyond the student’s control. This grade is submitted by the
instructor at the end of term.

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<tr>
<th>Resources</th>
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<tr>
<td><strong>Student Success Center:</strong> The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with faculty tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473-4287 or stop by the Library.</td>
</tr>
<tr>
<td><strong>Disability Services:</strong> Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (e.g., additional time for tests, note taking assistance, special testing arrangements, etc.). It is the student’s responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.</td>
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</tbody>
</table>
If a student believes that he or she needs a “reasonable accommodation” of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

**CCSJ Alert:**
Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College’s website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: [http://www.ccsj.edu/alerts/index.html](http://www.ccsj.edu/alerts/index.html).

**School Closing Information:**

**Internet:**
http://www.ccsj.edu
http://www.EmergencyClosings.com
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

**Radio:**

- WAKE – 1500 AM
- WGN - 720 AM
- WIJE – 105.5 FM
- WLS – 890 AM
- WZVN – 107.1 FM
- WBBM NEWS RADIO 78

**TV Channels:**

2, 5, 7, 9, 32
COURSE CALENDAR: Introduction to Old Testament

SEPTEMBER 3: Hermeneutics: Interpreting Ancient Texts
- Review Syllabus

SEPTEMBER 10: GENESIS
- Theology, Religion, Salvation History
- The Primeval Story: Gen. 1—11; The Ancestral Story: 12—50
- Gen. 12—17. Call and Covenant Theology
- “Epic of Gilgamesh” and “Myth of Atrahasis”
- Julius Wellhausen, “Four Source Documentary Hypothesis (JEPD)

SEPTEMBER 17: GENESIS
- Continuation from previous week.

SEPTEMBER 24: EXODUS, LEVITICUS, DEUTERONOMY
- Plagues: Ex. 5—11
- Texts I: Ex. 15; Deut. 20, Ex. 34
- Texts II: Deut. 6: 4—9; Deut. 12: 2—7; Deut. 30: 15—20
- Lev. 18—20
- Theology: Law and Covenant

OCTOBER 1: EXODUS, LEVITICUS, DEUTERONOMY
- Continuation from previous week

OCTOBER 8 [MIDTERM]: Prophetic Literature: ISAIAH
- Prophets: Historical Context and Theology
- Is. 7 Immanuel
- Is. 9 Isaiah and the Davidic Promise
- Is. 36—39 Assyrian Invasion
- Is. 40—43 New Exodus
- Is. 48—51 Creation—Redemption
- Is. 53 Servant of YHWH
- Is. 61: 1—2; 66 Isaiah of the Restoration
- NOTE: Research Paper Due

OCTOBER 16: RESEARCH and DISCUSSION

OCTOBER 22: Prophetic Literature: JEREMIAH AND EZEKIEL
- Jer. 1 Commission
- Jer. 7 The Temple Sermon
- Jer. 36 Reading of the Scroll
- Jer. 20: 7—13 Jeremiah’s Complaints
- Jer. 27—28 False Prophecy
- Jer. 29 Letter to the Exiles
- Jer. 30—31 New Covenant
- Eze. 1—3 Throne—Chariot
- Eze. 4—7 Symbolic Acts I
- Eze. 12—24  Symbolic Acts II
- Eze. 25—32  Against Foreign Nations
- Eze. 33—39  Hope After Defeat
- Eze. 40—48  Restored Temple

OCTOBER 29: PSALMS
Types of Psalms
- Wisdom: 37: 1—3
- Liturgical: 15, 24, 68, 134, 50, 81
- Trust: 11, 16, 23, 62, 63, 91, 121, and 131.

NOVEMBER 5: PSALMS
- Continuation from Previous Class.

NOVEMBER 12: PROVERBS
- Prologue: 1—9
- Creation Theology: 3: 19—20; 8: 22—31
- Proverbial Wisdom: 10—31
  o Wisdom and Folly: 16:22
  o Righteous and Wicked: 10:30
  o Rich and Poor: 10:15
  o Industry and Laziness: 10:4
  o Humility and Pride: 11:2
- Retribution Theology: 10:14; 10:30

NOVEMBER 19: ECCLESIASTES (Read all, especially note the following:)

NOVEMBER 26 NO CLASS: THANKSGIVING RECESS

DECEMBER 3: Apocalyptic Literature: BOOK OF DANIEL
- Son of Man
- Apocalypse
- Other Apocalypses
- Review for Final Examination

DECEMBER 10 FINAL EXAMINATION
- 15 minute oral examination for each student. Will occur in the classroom.

This syllabus is subject to change at the discretion of the instructor.

Appendix: Grading Rationales for Narrative Assessments:
Students often ask how letter grades are conferred, and the criteria for letter grades. The
following is an attempt to answer that question.

“A” work represents superior work. In the case of writing assignments and papers, this means that the assignment has been fulfilled with care, intelligence, and genuine insight. The written work displays a clear focus and method of approach, uses pertinent examples or "facts" to support its judgments, shows a distinct personal perspective which can be distinguished from others, makes a real argument, and can discern the strengths and weaknesses of other arguments. A work also displays spelling, punctuation, grammar, word usage, and syntax that is of high quality. On examinations, A work is demonstrated by an accurate and insightful knowledge of the material in question, judicious choices in the material used in essay questions, and clarity of expression.

“B” work represents very good work. In the case of writing assignments and papers, this means that the assignment has been fulfilled with care and intelligence. The written work displays a fairly clear focus and uses good examples. In general, B work also displays the lack of technical errors described for A work. On exams, B work is shown by a solid knowledge of the material involved, good choices used in essay questions, and clear expression. Often students ask what distinguishes B or B+ work from A work. The main difference is the distinctiveness, imagination, and ability to see the larger picture with intelligence and insight on the part of A work. A paper that follows the assignment exactly and does it well may well merit a B or B+ grade because it is very good, but it may not be superior if it does not include these further elements.

“C” work is satisfactory work. In the case of writing assignments and papers, this means that there is a basic, but not extensive, understanding of the assignment. Work will generally not demonstrate a clear focus (e.g., the paper may wander-around) or method of approach, but there is some attempt to do so. Its use of material to support judgments is adequate and will show some awareness of the strengths and weaknesses of other positions. C work demonstrates that there is sufficient knowledge of the material, but that there remain some deficiencies in understanding and expression. In exams, C work shows an adequate (but not more than adequate) knowledge of the material and on essay questions, will show the same characteristics listed above for written work. C work often displays a poor technical grasp of the conventions of writing (spelling, punctuation, etc.) and often lacks good organization.

“D” work is barely passing work. It is generally unsatisfactory but demonstrates a bare minimum of knowledge of the subject matter. There is little to no awareness of the strengths and weaknesses of other positions, little to no organization, and poor use of technical conventions. What saves D work from failure is a barely adequate grasp of the material.

“F” work does not meet any of the above listed criteria.

Factors to be considered in grading any written work:
1. Comprehension of material under consideration.
Introduction to Old Testament
Weekly Assignment + Fr. Kevin M. Scalf, C.PP.S.

Select one specific text of your choice from the assigned reading for the upcoming week and complete the following tasks. (A “text” is a combination of several verses that expresses something important within a chapter of the Bible.)

1. **Read the assigned texts** for the upcoming week then compose three paragraphs that include the following:

2. **Paragraph 1**: (length: very brief)
   a. Identify the text you have considered, e.g., Gen. 12: 18—46.
   b. Why did you choose this particular text?

3. **Paragraph 2**: (length: substantial)
   a. According to the interpretive method of Georg-Hans Gadamer, where do you sense the “power,” “mystery,” “Holy,” or “Sacred,” for the people within this text? Explain.
   b. What verse or verses support this interpretation?

4. **Paragraph 3**: (length: substantial)
   a. How can you concretely apply this “fusion of horizons, this “power” or “sacredness” with your personal life right now? Describe.
   b. Or, how can this interpretation of the text offer a response, challenge, or question to something happening right now in your local community, city, state, country or world?

   **Format/Prerequisites:** 12 point font, typewritten, one inch margins, times/helvetica font only, black ink only, stapled, front cover with: your name, date, my name, and course name, spell/grammar checked, no slang nor colloquialisms, all directions above accurately followed. 10 point deduction per 24 hour late period, one point deduction for each prerequisite omission within a given assignment. Must not exceed two pages of content, excluding cover page.