



ENGL 220 - Survey of the Bible as Literature

Catalog Entry

Discipline English

Course Number 220

Course Title Survey of the Bible as Literature

Units: 3.000

Lecture Hours: 54.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 54.000

Additional Outside-of-Class Hours:

Total Outside Class Hours: 108.000

Total Student Learning Hours: 162.000

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 or ENGL 101H

Catalog Description

A study of the literary history, influence, and craftsmanship of the Bible and an exploration of related stories, poems, plays, essays, and other diverse materials.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

11/27/2023

Student Learning Outcomes

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

1. Identify the major themes, motifs, archetypes, and recurrent images and characters in Biblical poetry, proverbs, prose, and prophecy.
2. Analyze Biblical literature from different critical perspectives and with regard to historical content and common literary conventions.
3. Produce college-level academic writing that demonstrates literal comprehension of texts, critical analysis, ethical use of primary and secondary sources, and correct MLA format and documentation.

Course Objectives

At the conclusion of this course, students shall be able to:

1. Demonstrate familiarity with and identify characteristics of the important Biblical books, authors, and themes
2. Analyze and interpret themes found in the literature
3. Employ the techniques of close textual reading and literary analysis
4. Identify various verse and prose genres used in the Bible, such as the psalm, parable, and hero tale
5. Analyze how genres convey archetypal motifs or patterns (creation, destruction, rebirth) and use characters (trickster, hero/heroine, holy fool, good mother, one just man, hermit) to create themes
6. Relate the works to their historical, philosophical, social, political, religious, and/or aesthetic contexts
7. Demonstrate comprehension of the generic and rhetorical conventions and the literary functioning of language such as form/genre, structure, setting, tone, figures of speech, symbolism, and point of view
8. Understand the influence of the Bible

Course Content

Course Lecture Content

In any literature course, the student will come in with some critical reading and writing skills developed in English 101 or its equivalent that will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. distinguish between a student's own responses to a work and the work itself;
4. identify levels and shades of meaning in figurative language and in literary symbols;
5. predict probable consequences within the plot line by recognizing foreshadowing and then justify those assumptions;
6. recognize the close relationship between form and content in literature;
7. analyze the works in terms of generic conventions and changes.

MAJOR UNITS OF COURSE

1. Overview of the Bible and its contents; need to make clear distinctions between personal beliefs and literary analysis of the Biblical works as literary texts
2. Poetry
 - A. Elements and types of Biblical poetry
 - B. Psalms
 - C. Song of Solomon
3. Proverbs
 - A. Elements and types of Biblical Proverbs
 - B. Proverbs
 - C. Ecclesiastes
4. Prose
 - A. Elements and types of Biblical prose
 - B. Stories and parables
 - C. The Gospels
 - D. The Epistles
5. Prophecy and Apocalypse
 - A. Elements and types of visionary literature
 - B. Major Prophets
 - C. Minor Prophets
 - D. Revelation
6. Influence of the Bible

Throughout the course these tasks will apply as appropriate to genre:

1. Identification of archetypal motifs and patterns: creation, heroes, heroines, immorality, immortality
2. Identification of archetypal interpretation of recurring images: colors, air, water, etc.
3. Identification of plot patterns such as quest and rebirth patterns
4. Identification of developmental concepts in character study such as the shadow, trickster, temptress, wise old man/good mother, holy fool, etc.
5. Study and identification of imagery including sensory elements of color and sound
6. Study of and appreciation for a variety of other stories, poems, and plays directly influenced by the Bible or which have similar themes or situations
7. Generation of imaginative responses, finding contemporary passages, and creating contemporary paraphrases, parodies, or poetry that assists in understanding the original text while also interpreting the texts

Course Materials

Textbook

Zondervan, Alex NIV Study Bible Zondervan 978-0-310-43733-8 2011 It's the Bible. Portions of it were written well over 2,000 years ago.

Crain, Jeanie Reading the Bible as Literature: An Introduction 1st Polity Press 978-0745635088 2010 No newer edition available. This is one of a handful of works regarding the Bible as literature.

Jones, Norman W. The Bible and Literature: the basics 1st Routledge 978-0415738866 2016 No newer edition available. This is one of a handful of works regarding the Bible as literature.

Open Educational Resources

None

- **Class Discussions**

Description

small and large group discussions

- **Directed Learning Activities**

Description

DOTAs as needed for assistance with MLA or essay writing

- **Group Study & Exercises**

Description

study guide creation groups for midterms and finals

- **Handouts**

Description

for example: handouts on literary genres, historical contexts, rubrics

- **Media Presentations**

Description

recordings of poetry or dramatic speakers

- **Oral Presentations**

Description

genre presentations; close readings

- **Reading Assignments**

Description

extensive reading and close textual analysis of texts, secondary sources/critical analyses and/or contextual readings

- **Writing Projects & Reports**

Description

journals, reading responses, outlines, quizzes, exams that include essays written in class and/or analytical papers written out of class

What learning activities or assignments are required outside of class?

Reading Assignments

extensive reading of primary texts and some contextual material

Writing Assignments

preparing for exams; journal writing; preparing essays

Other Assignments

preparing study guides; doing discussion boards; preparing for quizzes, presentations, and exams

total all outside work: 108 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

1. Written examinations
2. Journals
3. Documented paper(s)
4. Presentations and/or discussion activities
5. Quizzes

Exams -- 50%

Paper(s) -- 20%

Journals -- 10%

Quizzes, participation and presentation(s) -- 20%

Journals will be assessed for thoroughness of completing the tasks assigned, choosing evidence from text(s) appropriate for claims made

Presentations shall be assessed by peers and professor according to rubric for good communication skills as well as conveying the material accurately and effectively and completing the tasks assigned; self-assessment will focus on student responsibility and assessment of group cooperative learning All quizzes, exams, written essays and papers will be evaluated by the instructor according to the departmental standards for college-level written English and grades assigned according to the following scale:

Grading Scale

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F Below 60%

Pass = 70 -100%

No Pass < 70%

CB11: Course Classification Status Y - Credit Course