

BIE 500A: Introduction to the Bible
Associated Canadian Theological Schools

2 Semester Hours Credit
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Course Description

This foundational course is intended to assist students to gain an overall understanding of the chronology and content of the Bible. It serves as an orientation to the general disciplines of Biblical study. The class will meet on three Saturdays: **September 19, October 17, and November 28**. Time for each Saturday is 8:30 am – 4:30 pm, and attendance at all three sessions is required. In addition, students need to begin working on assignments throughout the Fall, beginning **the week of September, September 7-13** [see weekly reading assignments.] The course will include tests utilizing the on-line services of My Courses. **It is imperative that students have a working connection with Mycourses as provided during their general ACTS orientation.**

Course Objectives:

1. The student will develop an understanding of the value and nature of the Bible as divine revelation.
2. The student will identify general terms, issues, and principles of Biblical study and interpretation.
3. The student will learn to trace the development of central and general Biblical/theological themes and identify how they relate to specific book studies
4. The student will be exposed to the general geographical, cultural, and historical setting of the Biblical world and identify how they shape the unique character of the Biblical message
5. The student will grasp the overall content of each Biblical book
6. The student will develop confidence in the use of resources to study the Bible for the purpose of deeper love, understanding, communication and application

Course Texts:

Arnold, B.T. and Beyer, B.E. *Encountering the Old Testament: A Christian Survey*. Grand Rapids, Michigan; Baker Books, 1999. [500 pages and cd.]

Elwell, W.A. and Yarbrough, R.W. *Encountering the New Testament: A Historical and Theological Survey*. Grand Rapids, Michigan; Baker Books, 2005 [420 pages and cd.]

A Bible, preferably New International Version [NIV] or New American Standard Bible [NASB]. Students are encouraged to consider a good study Bible with adequate study notes and other help.

Recommended, but not required:

1. Bruce, F.F. *The Canon of Scripture*, (Downer's Grove, Illinois: InterVarsity Press, 1988)
2. Fee, Gordon and Stuart, Douglas. *How to Read the Bible for All It's Worth*, (Grand Rapids, Michigan; Zondervan, 1982 [updated])
3. Pelikan, Jaroslav. *Whose Bible Is It? A History of the Scriptures Through the Ages* (New York: Viking Penguin, 2005)
4. Yancey, Philip. *The Bible Jesus Read* (Grand Rapids, Michigan: Zondervan, 1999)
5. A more extensive list of books and resources will be circulated during the class session. Students will be encouraged to review the resources as a guide to build a personal reference library.

Course Outline

September 19

Introduction to the Course
Overview of the nature of the Bible
Review of the development of the Bible
Overview of topics in Bible study
Historical geography – culture of the Bible
Begin Issues in Old Testament Study

October 17

Survey of Old Testament
Issues in Old Testament studies
Old Testament Biblical Simulation

November 28

Student Research Presentation
Survey of New Testament
Issues in New Testament studies
New Testament Simulation

Course Assignments:

1. Textbook Reading and Weekly Quizzes

A reading of both textbooks is required. There are weekly assignments for each reading. There will be an online quiz for each week's assigned reading: 13 quizzes in all. **Quizzes can be taken anytime in the assigned week, but not after the last day of each assigned week.** For example: the quiz for the first week, September 7-13, will be available on line from 12:00 am on September 7 until 11:59 pm on September 13. [All hours on Pacific Time Zone]

All quizzes will be available through the BIE 500A course webpage at the Mycourses website [<https://courses.mytwu.ca/>]; or, more directly:

<https://courses.mytwy.ca/course/view.php?id=8078>]. Instructions are at the site as to how to access the course. For the student's benefit, there are helpful training videos available: https://guide.mytwu.ca/kb/training_videos_for_students.

NOTE: ALL Quizzes are to be taken closed-book, ie. without the aid of the textbook. Further note: *As a study aid, students have found it helpful to read through the material 2 or 3 times before taking the quiz.*

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| 1. September 7 - 13 | <i>Encountering the Old Testament</i> pp. 5-59 |
| 2. September 14 - 20 | <i>Encountering the Old Testament</i> pp. 61-139 |
| 3. September 21 - 27 | <i>Encountering the Old Testament</i> pp. 141-208 |
| 4. September 28 – October 4 | <i>Encountering the Old Testament</i> pp. 209-277 |
| 5. October 5 - 11 | <i>Encountering the Old Testament</i> pp. 279-335 |
| 6. October 12 - 18 | <i>Encountering the Old Testament</i> pp. 337-405 |
| 7. October 19 - 25 | <i>Encountering the Old Testament</i> pp. 407-476 |
| 8. October 26 – November 1 | <i>Encountering the New Testament</i> pp. 4-76 |
| 9. November 2 - 8 | <i>Encountering the New Testament</i> pp. 77-151 |
| 10. November 9 - 15 | <i>Encountering the New Testament</i> pp. 153-208 |
| 11. November 16 - 22 | <i>Encountering the New Testament</i> pp. 209-250 |
| 12. November 23 – 29 | <i>Encountering the New Testament</i> pp. 251-326 |
| 13. November 30 – December 6 | <i>Encountering the New Testament</i> pp. 237-394 |

2. Research Paper

The student will write a paper of 2,000 words on one of the following topics. This paper should be submitted in paper form at the last class session, November 28. The paper should be typed, double-spaced, and be submitted in the Turabian format used at ACTS. Students are expected to be aware of ACTS policies [see Student Handbook] concerning plagiarism and academic integrity. Grading will be done on the basis of the Marking and Grade Interpretation guide for Written Assignments found with this syllabus. **Due date for papers: Class session - November 28.** Students will be expected to present the substance of their research during the class. Estimated time to complete the project is 20 hours. Students will be asked to submit the amount of time spent on the project.

Format:

A summary of the contents and message of one of the following Biblical books. The paper will be guided by **an outline discussed in the first class session**. The focus of research will address one issue which has generated legitimate debate. The student will be asked to research the controversy and identify at least three potential positions and the authorities who have expressed the positions. From this research, the student will be asked to present and explain their own personal position regarding the debate. The paper should be a synthesis of the student's own reflections drawn from reading in the text and at least 5 secondary sources, all referred to in the paper and cited in the bibliography.

Subjects: Book and Debate question

1. Esther: Does this book belong in the Biblical Canon?
2. Ecclesiastes: Was this book written by Solomon?
3. Mark: Should the 16th chapter be included in the text?
4. John: Should the passage 7:53 – 8:11 be included in the text?
5. Hebrews: Who wrote Hebrews? Should it belong in the New Testament Canon?
6. I Corinthians: How do the statements in 7:12 and 7:40 fit with the idea of inerrant authority?

3. Class Simulation:

Students will be asked to do two assignments in preparation for the classes on October 17 and November 28 for class interaction. The class will conduct two simulations, one each for the Old and New Testament that will require role preparation. The class will be divided into specific teams for the simulation. Each team will be expected to prepare for the roles through personal study of a guided handout, and a time of group preparation on the class day. Students will be expected to participate in active class discussion. Grading will be given on a team basis and take into account both personal participation and team creativity.

Grade Distribution for Assignments

Textbook Reading and Tests	60%
Research Paper	35%
Class Simulation	5%

Grading of Course

Pre-requisite courses for ACTS are graded on a pass/fail basis. **The passing grade is 75% and above.** Since the course is a Pass/Fail course, grading of the research essay will be adapted from the attached marking guide.

Campus Closure Policy

In the event of deteriorating conditions or other emergency situations, every effort will be made to communicate the decision to local radio stations: CKNW [980 AM]; CKBD [600 AM]; CKSR [104.9 FM]; MAX [850 AM]; PRAISE [106.5]; and KARI [550 AM] by 6:30 a.m. and an announcement will also be placed on the university switchboard and bulletin board [email.]

Paper Grading Guidelines

Grade	Content (40%)	Organization (30%)	Expression/Diction (20%)	Mechanics (10%) (Grammar, punctuation, spelling, etc)
Outstanding Excellent A (90%)	<p>Clear central thesis Intelligent consideration and knowledge of topic with considerable originality of thought Carefully selected details which support general statements and central thesis Good synthesis evident among various subject areas represented</p> <p style="text-align: right;">(/36)</p>	<p>Effective introduction, body, and conclusion Various parts of the essay effectively tied together Writing flows smoothly, with effective paragraphs and transitions Effective plan of development using order of importance, cause and effect, etc</p> <p style="text-align: right;">(/27)</p>	<p>Clear, controlled, and fluent diction Effective variety in sentence type, length, and structure Effective subordination and co-ordination Appropriate, lively, and wide-ranging word choice</p> <p style="text-align: right;">(/18)</p>	<p>No major errors Sentence fragments, if present, are used deliberately for effect and emphasis Impeccable punctuation and spelling Evidence of careful proofreading throughout</p> <p style="text-align: right;">(/9)</p>
Proficient Competent B (75%)	<p>Clear central thesis Adequate engagement with topic but little originality Appropriate details most of the time</p> <p style="text-align: right;">(/30)</p>	<p>Clear introduction, body, and conclusion albeit somewhat mechanical at times Unified, well-developed paragraphs Effective paragraph transitions; sentence transitions sometimes conventional Specific plan followed fairly consistently</p> <p style="text-align: right;">(/22.5)</p>	<p>Clear and reasonably fluent Appropriate sentence variety Satisfactory subordination and co-ordination Appropriate, clear, and correct word choice</p> <p style="text-align: right;">(/15)</p>	<p>A few minor errors and one or two major errors which do not reduce the clarity of communication</p> <p style="text-align: right;">(/7.5)</p>
Minimally Acceptable C (60%)	<p>Ambiguous central thesis Writer demonstrates some understanding of topic but ideas are mainly obvious or conventional Insufficient, unclear, or repetitious details</p> <p style="text-align: right;">(/24)</p>	<p>Identifiable but mechanical introduction, body, and conclusion Some paragraphs inadequately developed Transitions may be weak or ill-chosen Plan of development barely apparent</p> <p style="text-align: right;">(/18)</p>	<p>Fairly clear, but functional and occasionally awkward Little sentence variety Overuse of co-ordination Correct but unimaginative word choice Limited and sometimes inaccurate word choice</p> <p style="text-align: right;">(/12)</p>	<p>Minor errors and a few major errors which sometimes impede communication OR Many minor errors and several major errors which result in clumsy writing</p> <p style="text-align: right;">(/6)</p>

Inadequate F	Central thesis not clear and topic not limited Limited knowledge; trite ideas Insufficient, inappropriate, unclear or illogical details	No clear introduction or conclusion Paragraphs not sufficiently unified or developed Transitions poor and inappropriate Confused order of development and misplaced emphasis	Frequently awkward Almost no sentence variety Excessive use of coordination or simple sentences Restricted vocabulary (frequently inaccurate dependence on slang or idiom)	Frequent errors which seriously impede communication
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Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or

www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.