



## 1. HEADING AND COURSE INFORMATION

**AZUSA PACIFIC UNIVERSITY**  
**Division of Religion and Philosophy**  
**Department of Biblical Studies**  
**Course Instruction Plan**

### **COURSE INFORMATION:**

PRBL 230 - Nursing Cohorts  
**Luke-Acts – SPRING Semester 2023**  
3 units

### **COURSE CREDIT DESCRIPTION**

#### **Course: PRBL 230 LUKE-ACTS**

Format: 3 units

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3-unit course, delivered over a 16-week term will approximate: 9 hours/week (approximate minimum) out of class student work, including (but not limited to) reading, research, and writing assignments.

## 2. **CONTACT INFORMATION**

Instructor: Rev. Dr. Robin J. Dugall  
Office Hours: "By Appointment Only"  
University Telephone: 626- 969-3434, extension 5472  
Telephone: 208-891-4608  
Facetime on Apple – [rdugall@mac.com](mailto:rdugall@mac.com)  
Skype – rdugall  
Zoom – [rdugall@apu.edu](mailto:rdugall@apu.edu)  
Technical Support - call 626-815-5050 or email [support@apu.edu](mailto:support@apu.edu)

***Bonus Communication Tool - "Remind/Text Messages"– frequent text message reminders of course work that is due! See the "HOME PAGE" for information and "sign up" opportunity – this is a completely volunteer process. Only sign up if you would like these reminders.***

## 3. **UNIVERSITY MISSION STATEMENT**

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

#### **4. DEPARTMENT MISSION STATEMENT**

The Department of Biblical and Religious Studies at Azusa Pacific University aims to equip undergraduate students by offering degree programs in Biblical and Religious Studies, supporting the General Education program with courses in Biblical Studies, and preparing undergraduate men and women for ministry, graduate programs, and various public and private sector vocations. Emphasis for Biblical Studies majors is placed upon training them in informed interpretation of the Christian Scriptures and integrating their understanding of the Bible with their responses to God, neighbor, and self as well as to just responses to human need. Emphasis for Religious Studies majors is placed upon training them to be faithful, well-informed, and culturally sensitive participants in intercultural and interreligious dialogue and to engage the world from a place of committed Christian faith, awareness, and praxis.

#### **5. COURSE DESCRIPTION**

This course introduces New Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the Gospel of Luke and the Acts of the Apostles. Special attention is given to the meaning of the texts with regard to their political, cultural, religious, and geographical settings; the literary structures and genres employed; and how those texts are relevant for faithful Christian living.

#### **6. GENERAL EDUCATION STATUS**

Meets the general education core requirement in God's Word and the Christian Response.

#### **7. PREREQUISITE (for Undergraduates at APU)**

UBBL 100 Introduction to Biblical Literature: Exodus/Deuteronomy

#### **8. COURSE STUDENT LEARNING OUTCOMES**

1. Recognize the books and recall the general structure of the New Testament.
2. Explain the basic process of New Testament canonization and transmission.
3. Describe the historical, social, political, religious, literary, and geographical world of the New Testament.
4. Recall content and structure within the Gospel of Luke and the book of Acts.
5. Complete a series of projects that demonstrate an understanding of exegetical principles and interpretation of a passage from the Gospel of Luke and/or Acts of the Apostles
6. Analyze interpretations of Luke and/or Acts that originate from marginalized reading communities.
7. Explain the Wesleyan Quadrilateral and assess the merits of this approach to reading Scripture.
8. Evaluate how the material from the Gospel of Luke and the book of Acts can be integrated into their own walk of faith.

#### **9. STUDENT LEARNING OUTCOMES AND COURSE REQUIREMENTS**

<b>Student Learning Outcome</b> "By the end of this course, students should be able to....."	<b>IDEA Objective</b>	<b>Assignments Used to Assess</b>
1. Recognize the books and recall the general structure of the New Testament.	Gaining factual knowledge	Quizzes, Exams

2. Explain the basic process of New Testament “canonization” (how the books became part of the Bible) and transmission.	Gaining factual knowledge	Quizzes, Exams
3. Describe the historical, social, political, religious, literary and geographical world of the New Testament.	Gaining factual knowledge	Quizzes, Exams
4. Recall the content and structure within the Gospel of Luke and book of Acts in the New Testament.	Gaining factual knowledge	Written Assignments, Quizzes, Exams
5. Complete a series of projects and assignments that demonstrate an understanding of exegetical (research) principles and interpretation of a passage from the Gospel of Luke and/or the book of Acts.	Developing skills in expressing oneself orally or in writing	Written Assignments
6. Analyze interpretations of Luke and/or Acts that originate from marginalized reading communities.	Learning to analyze and critically evaluate ideas, arguments and points of view	Written Assignments
7. Explain the Wesleyan Quadrilateral and assess the merits of this interpretive approach to reading the Bible.	Learning to analyze and critically evaluate ideas, arguments and points of view	Quizzes, Exegetical Assignment
8. Evaluate how the material from the Gospel of Luke and the book of Acts can be integrated into one’s own journey of faith or life.	Learning to analyze and critically evaluate ideas, arguments and points of view	Exegetical Assignment and Contextual Reflection/Adobe Spark Assignment

## 10. **REQUIRED TEXTS**

### **Recommended Bible:**

Coogan, Michael D., Editor. *The New Oxford Annotated Bible: New Revised Standard Version with the Apocrypha*, 5th Edition. New York: Oxford University Press, 2010.  
ISBN: 9780190276072\* abbreviated in Course Calendar as NOAB

### **Required Textbooks:**

Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids: Baker Academic, 2009. ISBN 978-080109960` (2nd edition)

Richards, E. Randolph and O’Brien, Brandon J. *Misreading Scripture with Western Eyes*. Downers Grove: Intervarsity Press, 2012. ISBN 978-0830837823

Thorsen, Don and Reeves, Keith H. *What Christians Believe about the Bible*. Grand Rapids: Baker Academic, 2012. ISBN 978-0801048319.

**Internet Resources:** Required internet resources may be accessed through the Canvas website. Other good resources for some of the work you will do on parallel passages, concordance references, etc. can be found on the following sites:

[www.blueletterbible.com/](http://www.blueletterbible.com/) and <http://www.biblehub.com/> and <http://www.parallelbible.com/> and <http://classic.studylight.org/> and <http://www.studylight.org/>

**The Biblical Studies Department** has also set up a great Internet resource page for all Luke/Acts courses - <http://apu.libguides.com/lukeacts>

## 11. COURSE REQUIREMENTS/ASSIGNMENTS

**A. Discussions:** This is an ONLINE environment and Students are expected to actively participate in each Unit's Discussion during the course as follows:

**WHEN TO POST:** Post THREE comments per unit/week: Each student will be expected to post 3 comments or responses to the forum topic during each week, with the week beginning on Sundays and ending on Saturday. This includes weeks during which there are holidays. ONE post should be YOUR ORIGINAL INPUT due to your response to the topic/observations on the week's assignment and TWO POSTS should be insightful responses to other student's post. All posts are DUE by MIDNIGHT on the Unit's due date. **Consult the Course Calendar for the due dates of EACH Discussion.**

**WHAT TO POST:** Posting will include discussions of textbook and Bible reading assignments and lectures. You may answer relevant questions, ask relevant questions, and discuss the issues brought up in class. However, your post must reflect that you have read the textbooks, lectures, and Bible readings for that week. If your post does not show the Instructor that you are reflecting on the readings, you will receive no credit for that post. I do, however, encourage you to post over and above the minimum in order to share personal stories, ask for or offer prayer, or contribute other insights to the class. You will not receive credit for those posts but they help make the class more personal and enjoyable, so I encourage them.

**HOW MUCH TO POST:** Your Professor expects that your ORIGINAL post be something "substantial." ***That post should be at least one full paragraph (175-200 words minimum).*** Your Response post can be shorter and does not have an expected minimum word count.

**THE POSTS BREAK DOWN as follows:**

- 1 post that is ORIGINAL to you, in other words, where you begin a Thread.
- 2 posts minimum in response to another student's comment.

**MAXIMUM POINTS:** Posting the full number required will give you 150 points or 15% of the course grade. Post regularly and be consistent in posting all three weekly forum posts.

**LATE POSTS:** Posts are due no later than MIDNIGHT of the Unit's due date. Late posts will not be accepted.

**WHERE DO YOU FIND THE DISCUSSIONS IN OUR COURSE?** Canvas site, left sidebar.

**HOW DO YOU POST?** Click on Discussions in the left sidebar, then click on the current Unit/Week.

**IMPORTANT:** *It is imperative that you submit your posts in your own words! If your answers are not in your own words, your work will be considered plagiarism. That means you cannot use the exact words from the textbooks, the Bible, the lectures, any sources online or print, or from other students, either current or past. See the Academic Integrity Policy below for consequences of plagiarism.*

**STUDENT LEARNING OUTCOMES:** This assignment will help fulfill Student Learning Outcomes #1-4, 6, 7, 9.

**Disclaimers: In order to get full credit:** You must demonstrate that you've at least read the material. If your answer shows that you haven't looked at the material and are just pulling an answer out of your, uh, pocket, then sorry—no points!! You must post something substantive. A simple statement, such as "I agree," or "That's a good point," will receive no credit.

**You must post the three minimum comments. You must post as follows for each Unit:**

- **1 post that are your original thoughts (beginning a new thread of discussion)**
- **2 posts in response to other student's input**

**B. Journal Summaries:** On the designated separate units, you will write a journal summary (synopsis) and reflection of a combination of assigned textbook chapters from *Introducing the New Testament, What Christians Believe about the Bible and Misreading Scripture with Western Eyes*. This assignment is worth 10% (10 points per Summary with the exception of the "Evaluation Discussion" which is worth 20 points – as designated in the assignment; 150 points total). For each Journal Summary, you are to write a 300-word (1-page) Synopsis and Reflection. The Synopsis will include a 150-word (1/2 page) summary of the assigned chapter followed by 150 words (1/2 page) of personal reflections and questions. Include in this Journal Summary details of information from the chapter that are new and particularly interesting to you. The Journal Summaries will be due on the dates given in the Course Calendar. **POST THE JOURNAL SUMMARIES WITHIN THE CANVAS ASSIGNMENT TAB FOR THE SPECIFIED** The Journal Summaries will link to Student Learning Outcomes 1-4, and 9.

**C. Book Review:** There will be ONE Book Review. The review is worth 100 points. For due date, please see Course Calendar. Write a book review of the Misreading Scripture with Western Eyes Text (see Required Textbooks above).

Requirements for review: The review should be a minimum of 900 words (1” margins, Times New Roman 12, no title page, heading single spaced, text double spaced). Your audience should be imagined as adults of average to above average intelligence (pastors, parents, peers) who are not specialists in this field. You are writing for them and to them. This book review should have three parts.

**Part One: Introduction to the Book.** This is usually one paragraph long and includes the title of the book, the author, and the publisher (for the reader of your review who wants to obtain the book), plus a few introductory sentences about the book, its contents, argument, etc. This basic information is for the benefit of your reader. If the readers of your review are interested, they can read more. If they want to purchase or find a copy of the book, they have all of the requisite information here.

**Part Two: Description of the Book.** In this part, you will provide a more detailed presentation of the contents of the book: its scope, arrangement, structure and development. Provide the points of view or theses of the author, etc. It is appropriate and typical in a book review to focus your attention a bit more on a particular portion of the book for more detailed comment. You may do this by selecting a chapter, or perhaps a smaller portion of a chapter such as a particular passage or parable that is discussed. Part Two should help prospective readers decide if the book is something they would like to read.

**Part Three: Personal Appreciation or Evaluation of the Book.** This is the place where you articulate in some detail what you feel are the merits and/or shortcomings of the book, how the book assisted you (or not) spiritually, and whether or not you would recommend the book to others.

Format Expected – This assignment should be written in APA format (the Nursing Program standard at Azusa Pacific University). Students can find EXCELLENT resources and help with APA formatting here - [https://apu.libguides.com/APA\\_7th\\_Edition](https://apu.libguides.com/APA_7th_Edition).

The Book Review will link to Student Learning Outcome #1, 7 and 9.

**D. Midterm Quizzes:** You will have two Midterm Quizzes. Each quiz will consist of 100 points (midterms) or 101 points (final). The “style” of the Exams/Quizzes are True/False and Multiple-Choice questions. There is ONE essay question on the exams. Quizzes/Tests will link to Student Learning Outcomes 1-4, and 8.

## **E. Final Exam:**

You will have one Final Exam.

- **WHAT WILL BE IN THE EXAM?** The final exam will be comprehensive and will cover the entire semester; however, it will focus mostly on the final third of the course.
- **WILL THERE BE A STUDY GUIDE?** Yes.
- **HOW MANY POINTS?** 101 points.
- **IS IT OPEN OR CLOSED BOOK?** OPEN because of our ONLINE environment.
- **WHAT STUDENT LEARNING OUTCOMES DOES THIS LINK TO?** This assignment will help fulfill Student Learning Outcomes #1-4

## **F. Exegetical Assignment:**

- **WHAT DO I HAVE TO DO FOR THE EXEGETICAL ASSIGNMENT?** See details below.
- **WHEN IS THE EXEGETICAL ASSIGNMENT DUE?** For due date, please see Course Calendar.
- **HOW DO I SUBMIT THE ASSIGNMENT?** Via Canvas on the Assignment tab.
- **HOW MUCH IS THE ASSIGNMENT WORTH?** There is ONE assignment. It is worth the following points:  
Exegetical Chart Assignment: 150 pts.  
**NOTE: UNINTENTIONAL PLAGIARISM WILL BE TREATED AS SERIOUSLY AS INTENTIONAL PLAGIARISM, AND PLAGIARIZED PAPERS WILL RECEIVE AN “F” GRADE (0%) ON THE PAPER FOR THE FIRST OFFENSE AND AN “F” (0%) IN THE ENTIRE COURSE FOR THE SECOND OFFENSE.** Please carefully review the Academic Integrity Policy in this syllabus to ensure that your paper has no plagiarism events.
- **WHAT STUDENT LEARNING OUTCOMES DO THESE LINK TO?** This assignment will help fulfill Student Learning Outcomes #5, 6, 8, and 9.

### **Exegetical Assignment – Observation – Chart of Literary Elements**

*This assignment shall be worth 150 points.*

#### **Part 1 – (25 points)**

1. **Write out your text by hand:** Write out by hand the assigned NRSV text ONCE. Scan and create a PDF file OR take a photo of your work. EMAIL the photo or PDF to the instructor (rdugall@apu.edu). The purpose of writing the text by hand is to give you a thorough reading of the text AND to aid you in noticing elements from the text that you may have overlooked.
2. **Pray/Reflection:** If you feel comfortable doing so, invite God to help you read and understand the passage through prayer OR simply spend some time reflecting on the passage and its potential meaning. Ask yourself how it could impact your life.
3. **Commit to living with the text:** Reflect on the text over multiple days of reading and re-reading.

**Part 2 – (125 points)**

See the abbreviated chart below. You will fill in as many of the literary elements you can find [Note: you might leave some categories blank. That is not a concern as not every text will include every literary element. Fill in as many as you can find].

***You can DOWNLOAD your OWN Chart via PDF or Word Document on Canvas (there will be an available download on the Assignment located on the Assignment tab).***

<p><b>Character(s)</b></p> <p>List all the characters present in the passage.</p>	
<p><b>Audience</b></p> <p>To whom does it appear that the authors are addressing in the passage?</p>	
<p><b>Speaker</b></p> <p>Who is doing the “talking” in the text?</p>	
<p><b>Genre</b></p> <p>What is the Genre or literary category? Some sample Genres are: speech; narrative; hymn; parable; dialogue; pronouncement story.</p>	
<p><b>Setting</b></p> <p>Where is the passage set? What is the geographical location of the “action” in the text?</p>	
<p><b>Time</b></p> <p>Is there a season of the year mentioned in the text? Is there a time of day mentioned? Is there a Jewish holy day involved/feast time?</p>	



<p><b>Key Word(s), Phrase(s), or Theme(s)</b></p> <p>List any key words, phrases, or themes. Key words, phrases, or themes are words, phrases, or themes that: 1) are repeated; or 2) are significant for meaning.</p>	
<p><b>Historical Background</b></p> <p>Are there references to historical background that will be necessary to understand the text?</p>	
<p><b>Context</b></p> <p>How does this pericope (biblical text) relate to the material before it? What is happening PRIOR to the text? How does this pericope relate to the material after it? What is happening AFTER the text?</p>	
<p><b>Intertextuality and/or Synoptic Parallel(s)</b></p> <p>Is there another gospel that is “like” this text? (called, “Synoptic Parallel)?</p>	
<p><b>Structure</b></p> <p>Did you identify a recognizable structure?</p>	
<p><b>Translation</b></p> <p>Consult a Parallel bible. Choose at least 5 different translations of your text and note differences between the translations of your text. <a href="http://parallelbible.com">http://parallelbible.com</a> is a good source.</p>	
<p><b>Interpretation</b></p> <p>What do you think the passage MEANS?</p>	
<p><b>Application</b></p> <p>Write a paragraph on how the text impacts your life? Does it make a difference? How?</p>	

**G. Reflection Assignment on Contextual Experience and Praxis**

This assignment shall be worth 100 points.

## Instructions:

In this project, you'll use a web-based tool Adobe Spark to create a web page through which you explore and reflect on your semester's experience in our course (in relation to your Nursing journey!). Adobe Spark is a very user-friendly program for creating web pages, posts, or videos. There are plenty of examples of Pages that exist for you to examine and consider how you might build yours. Here's a sample of what YOUR Adobe Spark could look like – <https://spark.adobe.com/page/96J8h1bGBzHCy/>

Read the following instructions. Submit your Spark's "link" on the Discussion Board that is dedicated to this assignment OR simply submit the website in the text box provided at the end of the Assignment's description!

- Go to the Assignment page of our Canvas Course. Click on "End of Course - Reflection and Cultural Analysis Assignment. Read the entire text in the textbox AND view the videos. There is a specific document that the student can download that will give a detailed explanation on how to construct the Adobe Spark website.
- Note - As of Spring 2022, Adobe CHANGED the Adobe Spark site. Here is a narrative of how to make your Spark (how to get onto the site, etc.) written by a student in this course:

*"After creating an account with Adobe Spark (the link you provided) at the top left is a colorful circle with a plus sign. Clicking that circle will give you options for new projects to choose from. In the first column, students will click on "Web Page". From there the students will follow your instructions and rubric to create their webpage. When they are finished, to get the link for the webpage at the top they will click Share, and the first option will be "Publish and share link". I shared it as "educational" in the dropbox that stated, "Pick a Category". From there a link is generated and I submitted that link to the assignment on Canvas."*

Below are the ORIGINAL instructions for creating the Spark!

**NOTE – ON THE ASSIGNMENT PAGE IN CANVAS THERE IS A DOCUMENT AND A VIDEO EMBEDDED ON THE ADOBE SPARK ASSIGNMENT PAGE THAT GIVE SPECIFIC INSTRUCTIONS ON HOW THE MOST RECENT ADOBE SPARK PROGRAM UPDATE CAN BE NAVIGATED SO THAT THE STUDENT CAN SUCCESSFULLY COMPLETE THIS ASSIGNMENT.**

### Part 1

- Create a free account on Adobe Spark website (Links to an external site.)
- After signing in, click on the "+" button to create a project
- Then select "Page" by clicking on the "+" button.
- Now you are ready to create your web page.
- Once your web page is completed, click Share, choose a category, then click Create Link.
- Copy and paste the link of your Adobe Spark web page into the discussion board and share with the class.

Part 2 – Here is the RUBRIC for this Contextual Reflection that is due at the end of the term:

- This assignment shall be worth 100 points.
- This assignment is an opportunity for you to reflect theoretically and practically on how your experience as a Nursing student and emerging medical professional during your semester has influenced the study and interpretation of the bible.
- On your Spark (a place of your choosing) state the bible text assigned by your Instructor at the beginning of the semester. It is the one you used for the Exegetical Assignment earlier in the term - posted in the Announcement section of Canvas.
- NO need to use any APA formatting – that is moot.

Your Spark should include the following:

1. An Introduction – Include information about your “niche” in the Nursing program...in other words, how did you feel "called" to the Nursing profession? Do you have a passion for a specific "practice" in Nursing (infants, ICU, etc.)?
2. Before you start “assembling or structuring” your Spark, read the assigned Biblical Text (the one used for the Exegetical Assignment above – listed on the Course Announcements). at least three times. Read the articles, “*The Hermeneutical Circle Explained*” and “*A Biblical Foundation for Medicine.*” You will find those links on the Assignment page for the Contextual Reflection paper. Click on the links highlighted in blue.
3. When you put together your Spark, in your writing, reflect how your experience as a Nursing student has influenced your interpretation of the Bible. Has your view of the Bible and biblical truth changed since you have been in your Nursing program? How will this experience continue to shape your interpretation as well as an application of the Bible (what scholars will call, “the movement from belief to praxis”)?
4. Have a Conclusion – Has your Nursing experience changed how you feel about God and the Bible? How has it changed your views? How has your experience expanded the “hermeneutical circle” in your life? How has it changed your view of Jesus and what the Bible calls, “the Body of Christ” (i.e. the Church, faith communities, etc.)? Is there something that you feel compelled TO DO as a result of your experience?
5. Include some reflection on the Bible reading (Bible text from the Exegetical Assignment) and the articles listed above in light of your personal experience this term.
6. Other instructions:
  - Use your own words to answer the above questions. Use four or five paragraphs and be concise with your conclusions.
  - On your web page, include one of your favorite quotes from course reading materials. The quote should be something you consider to offer significant wisdom.
  - Insert a video from Vimeo, YouTube, or a video you create yourself into your web page. The video should support your ideas and reflections – it can be a song video, “talk” (TED) video, or some other video you believe “fits” with the assignment for you!
  - Use at least eight\* images that help communicate what you’re writing. You may draw images from Google Images, Flickr, your own collection, or somewhere else that you can use to demonstrate your positions. Even though this is your own, private website, you should be aware that in the real world, copyrighted

materials require the owner's permission for use. Try to use copyright free, or your own resources.

- Once your web page is completed, submit your link in the discussion board for your professor and peers to see.
- MAXIMUM points will be rewarded for references in your "Spark" of the text from the Bible and at least one of the assigned articles.

**12. STYLE STANDARD**

Style Manual: Use APA Formatting – this is the APU Nursing Program standard. Students can find EXCELLENT resources and help with APA formatting here - <http://apu.libguides.com/apacitations>. You are not required to use APA formatting for Journal Summaries or Discussion Posts. Use APA referencing if needed in your final Contextual paper.

**13. EVALUATION AND ASSESSMENT**

**Grading Rubrics:**

***Rubric for Journal Assignment***

STUDENT NAME:					
PERFORMANCE LEVEL	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	SCORE
<b>Journal Assignment (10 points total)</b>	<b>0-6 POINTS</b> Incomplete; poorly composed; numerous errors; hasty, shallow or no reflections.	<b>7 POINTS</b> Some errors; well written; average coverage; average in style; average reflections.	<b>8-9 POINTS</b> Some errors; well written; full coverage; above average style; good reflections and questions.	<b>10 POINTS</b> Error free; comprehensive coverage; cogent style; insightful reflections; perceptive questions.	<b>/10 points</b>

## ***Rubric for Exegetical Assignment***

<b>STUDENT NAME:</b>					
<b>PERFORMANCE LEVEL</b>	<b>BEGINNING</b>	<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>	<b>EXEMPLARY</b>	<b>SCORE</b>
<b>Handwritten Version</b>	<b>0-2 POINTS</b> Fails to submit the handwritten version.	<b>3 POINTS</b>	<b>4 POINTS</b>	<b>5 POINTS</b> Submits one version of handwritten text.	<b>/5 points</b>

<b>Identification of Characters</b>	<b>0-4 POINTS</b> Fails to identify adequately characters.	<b>5-9 POINTS</b> Identifies characters while overlooking 2 significant elements.	<b>10-14 POINTS</b> Identifies characters while overlooking 1 significant element.	<b>15 POINTS</b> Correctly identifies all characters.	<b>/15 points</b>
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<b>Identification of Audience</b>	<b>0 POINTS</b> Fails to identify adequately audience			<b>15 POINTS</b> Correctly identifies audience	<b>/15 points</b>
<b>Identification of Genre</b>	<b>0-4 POINTS</b> Fails to identify adequately genres.	<b>5-9 POINTS</b> Identifies genres while overlooking 2 significant elements.	<b>10-14 POINTS</b> Identifies genres while overlooking 1 significant element.	<b>15 POINTS</b> Correctly identifies all genres.	<b>/15 points</b>
<b>Identification of Speaker</b>	<b>0 POINTS</b> Fails to identify the speaker			<b>15 POINTS</b> Correctly identifies the speaker	<b>/15 points</b>
<b>Identification of Setting (Time and Place)</b>	<b>0-4 POINTS</b> Fails to identify adequately setting, time, and/or place.	<b>5-9 POINTS</b> Identifies setting while overlooking 2 significant elements.	<b>10-14 POINTS</b> Identifies setting while overlooking 1 significant element.	<b>15 POINTS</b> Correctly identifies setting including all significant elements.	<b>/15 points</b>
<b>Identification of Key Words, Phrases, and/or Themes</b>	<b>0-4 POINTS</b> Fails to identify adequately key words/phrases/themes .	<b>5-9 POINTS</b> Identifies key words/phrases/themes while overlooking 5-6 significant ones.	<b>10-14 POINTS</b> Identifies key words/phrases/themes while overlooking 3-4 significant ones.	<b>15 POINTS</b> Correctly identifies all key words/phrases/themes with 1-2 exceptions.	<b>/15 points</b>

<b>Identification of the Context</b>	<b>0 POINTS</b> Fails to identify the context of the passage			<b>15 POINTS</b> Correctly identifies the context	<b>/15 points</b>
<b>Identification of Historical Background/Material Culture</b>	<b>0-4 POINTS</b> Fails to identify adequately elements that refer to historical background and/or material cultures.	<b>5-9 POINTS</b> Identifies elements that refer to historical background and/or material culture while overlooking 2 significant elements.	<b>10-14 POINTS</b> Identifies elements that refer to historical background and/or material culture while overlooking 1 significant element.	<b>15 POINTS</b> Correctly identifies all elements that refer to historical background and/or material culture.	<b>/15 points</b>
<b>Identification of Synoptic Parallels and/or Intertextual References or Allusions</b>	<b>0-4 POINTS</b> Fails to identify adequately synoptic parallels or intertextual references or allusions; includes non-synoptic parallels.	<b>5-9 POINTS</b> Identifies synoptic parallels and intertextual references or allusions and only includes parallels that are specifically from the synoptic gospels with 3-4 exceptions.	<b>10-14 POINTS</b> Identifies synoptic parallels and intertextual references or allusions and only includes parallels that are specifically from the synoptic gospels with 1-2 exceptions.	<b>15 POINTS</b> Correctly identifies all synoptic parallels and intertextual references or allusions and only includes parallels that are specifically from the synoptic gospels.	<b>/15 points</b>
<b>Identification of the Structure of the text</b>	<b>0 POINTS</b> Fails to identify any structural elements			<b>15 POINTS</b> Correctly identifies structural elements	<b>/15 points</b>

<b>Translations of the text</b>	<b>0-4 POINTS</b> No other translations	<b>5-9 POINTS</b> 2 other translations	<b>10-14 POINTS</b> 3 other translations	<b>15 POINTS</b> All five translations notes	<b>/15 points</b>
<b>Interpretation of the text</b>	<b>0 POINTS</b> No interpretation			<b>15 POINTS</b> Coherent and fully researched interpretation	<b>/15 points</b>
<b>Application of the text</b>	<b>0 POINTS</b> No application			<b>15 POINTS</b> Application written	<b>/15 points</b>
<b>TOTALS</b>					<b>200 POINTS</b>

14. **VIDEO CONNECT SESSION** – during the FIRST HALF of our Semester’s course, EACH STUDENT can make a VISUAL appointment with Professor Dugall. That appointment can be through Skype, Facetime, Google Hangouts or other video conference software. This “Connect

Session” is for the purpose of discussion of course materials, requirements, and “q and a.” This is a voluntary session and students can receive 25 BONUS points for participating in the session. Each student is responsible for making the appointment with Dr. Robin Dugall. You CAN gather your entire cohort for a “group” session. Contact rdugall@apu.edu for scheduling.

**15. CRITERIA USED TO CALCULATE SEMESTER GRADE:**

Journal Summaries (10)	=	150 points	15%
Midterm Quiz #1	=	100 points	10%
Midterm Quiz #2	=	100 points	10%
Exegetical Assignment	=	150 points	15%
Reflection Experience/Praxis	=	100 points	10%
Final Exam	=	101 points	10%
Participation	=	59 points	5%
Discussions (12 plus evaluation)	=	150 points	15%
Book Review	=	100 points	10%
<b>Video Connect Session</b>	=	<b>25 points</b>	<b>BONUS</b>
<b>TOTAL POINTS</b>	=	<b>1,000 points</b>	<b>100%</b>

**16. GRADING SCALE:**

- 100%-93% = A
- 92%-90% = A-
- 89%-87% = B-
- 86%-83% = B
- 80%-82% = B-
- 79%-77% = C+
- 76%-73% = C
- 70%-72% = C-
- 69%67% = D+
- 66%-63% = D
- 60%-62% = D-
- 59%-0% = F

**17. INFORMATION LITERACY**

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.

- understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

## 18. ACADEMIC INTEGRITY

**Statement #1:** The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice- Provost for Undergraduate Programs, and online.

**Statement#2:** Students found guilty of plagiarism will be reported to the Provost, and a memorandum of the plagiarism event will be placed in the student's permanent file in the Provost's office.

**Sanctions:** Integrity expectations are consistent with those outlined in the APU Academic Integrity Policy. For papers determined to be the result of plagiarism, students will receive an "F" grade (0%). Additional infractions in this class or in others will result in an "F" (0%) grade for the entire class and may result in suspension or dismissal from the university.

**Remember:** Use a reference to indicate the source when you:

- Borrow a direct quote from another source. If the quote amounts to fewer than three lines in your paper, use quotation marks. If using a quotation that will amount to more than three lines in your paper, use a block quotation (indented one inch on each side, single-spaced, with no quotation marks).
- Paraphrase, restate the ideas of another author in your own words.
- Unless an assignment is specified to be a group project, working on assignments as a group is considered plagiarism.

## 19. SUPPORT SERVICES POLICY

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in [Accessibility and Disability Resources](#) as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please contact Accessibility and Disability Resources by phone at 626-815-3849, or email at [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu).

## 20. DIVERSITY STATEMENT



Affirming that diversity is an expression of God's image, love, and boundless creativity, it is the University's aim to collectively nurture an environment that respects each individual's uniqueness while celebrating our collective commonalities. It is in this spirit that we collectively strive to create an inclusive environment in which all students, staff, faculty, and administrators thrive.

## **21. COPYRIGHT POLICY**

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at: [APU Library Guides](#)

## **22. COURSE POLICIES**

### **Attendance**

University Attendance Policy: "Class attendance is of paramount importance, and excessive absences will affect the final grade. The individual instructor defines for the student the grading and attendance policies for each class in the course instruction plan" (see University Undergraduate Catalog). SINCE THIS IS AN ONLINE ENVIRONMENT, lack of participation will be reflected in your final grade.

### **Class Participation**

Class participation includes being prepared to discuss reading assignments, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in each unit.

### **Deadlines**

All assignments are due on the date due in the Course Calendar.

### **Make-up Work Policy**

Early final exams also are not allowed. In the case of extreme emergency, please consult the Instructor. **NO LATE WORK IS ACCEPTED FOR ONLINE COURSES** (unless previously approved by the Professor – requests must be made via email PRIOR to the due date of the assignment).

### **Incomplete Policy**

The university catalog states, "The grade 'Incomplete' (I) is given only under special circumstances. An "I" grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an Incomplete, the student must fill out the official Incomplete Form, available from the office of the Undergraduate Registrar. An Incomplete may be granted for up to 12 weeks from date of issue. Petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. An Incomplete submitted without the Incomplete Form or not made up within the allotted period will automatically become an F. An "IN" grade reflects an Incomplete with no filed paperwork at the time the grades were issued."

## **Computer Skills Required**

All students in this class are expected to have the following computer skills:

Facility with Word, including ability to properly:

- insert footnotes
- set margins,
- set line spacing
- format fonts
- format headers, footers, and page numbers
- Ability to Save, Copy, and e-mail a Word document
- Ability to use the online class site.

***If you do not have these skills, please immediately make an appointment with the Writing Center and ask them to help you. You may also familiarize yourself with all of these requirements by using the “Help” function in your Word program. Failure to display these skills will result in a corresponding drop in your assignment grades where applicable. If you do not have Microsoft Word loaded on your PC or Mac, then please use the APU computers to compose your assignments.***

**Note:** All students must possess a way to save their documents off the computer. Computer failure or crash shall not be an excuse for a late or unsubmitted paper or assignment. This is such a crucial habit to develop in life, that I will be especially strict in my grading if students have not backed up their work.

## **Netiquette Policy**

Online classes provide a valuable opportunity to engage in dynamic exchanges of ideas. To foster a positive learning experience, students are expected to adhere to the following Netiquette policy. Here are some Student Guidelines for the class:

- Do not use offensive language.
- Never make fun of others.
- Use correct spelling and grammar. No text language or slang.
- Keep an “open mind”.
- Be willing to express your opinion, even if others don’t share it.
- Be aware that the University’s Academic Integrity policy also applies to forum posts.
- Think about your message and proofread before you push the “Send” button.
- (Journal of Online Learning and Teaching, 2010)

**23. The following link includes many policies and statements that are required to be included in this syllabus by Azusa Pacific University, the Department, and its accreditors. These policies and statements are provided for transparency and for your benefit. Please read them and communicate with your instructor as soon as possible if you have any questions.**

**24. STUDENTS WITH DISABILITIES**

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please visit [www.apu.edu/lec](http://www.apu.edu/lec), or contact the LEC by phone at 626-815-3849, or email at [lec@apu.edu](mailto:lec@apu.edu).

**25. WRITING CENTER STATEMENT**

Students are encouraged to make use of the resources available at the Writing Center, offices located in the Marshburn Library on East Campus. The Writing Center is available to help students with all aspects of their writing projects. You may schedule an online appointment at <http://www.apu.edu/writingcenter/>

Assistance is available through the University's Writing Center:

- [APU Writing Center](#)
- Online appointments can be made here: [Online Writing Appointments](#)

APU Writing Center Samples of APA Formatting:

- Locate "APA Documentation and Style Guidelines (PDF)" at [APU Writing Center Resources](#)

APU Library Guide to Formatting:

- [APU Guide to Citing Print Resources in APA Format](#)
- [APU Guide to Citing Electronic Sources in APA Format](#)

**26. UNIVERSITY OR DEPARTMENTAL POLICIES**

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**27. THE LIBRARY AND INFORMATION LITERACY**

During this course, students may fulfill assignments by:

- Finding research help face-to-face, by phone, or email from librarians at one of the [University's Libraries](#).
- [Chatting online](#) with librarians 24/7.
- Making appointments with [subject specialist](#) librarians
- [Accessing the online library](#)
- Viewing [self-paced tutorials](#) and [help guides](#)

During this course, students may develop information literacy by

- Thinking critically to find, access, and engage appropriate resources
- Identifying how information in this course's discipline is produced and valued

- Conducting quality research activities, even to create new knowledge
- Participating ethically in this course's community of learning

For more information, see [information literacy tutorials](#)

\*[Framework for Information Literacy for Higher Education](#), Association of College and Research Libraries (2015)

## **28. FAITH INTEGRATION STATEMENT**

Academic Faith Integration is recognized as an important feature of courses at Azusa Pacific University. Students can expect to discover how relevant themes from their coursework and themes from the Christian faith meaningfully inform each other. Although faith integration is central to the mission of APU, instructors respectfully recognize that students come from a diversity of faith backgrounds and that they have a variety of perspectives.

## **29. TECHNICAL SUPPORT POLICY**

For online Technical Support: Call 1-626-815-5050, or email [Support@apu.edu](mailto:Support@apu.edu).

## **30. COURSE BIBLIOGRAPHY**

**HIGHLY ADVISED!** Use these sources for your exegetical research!

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- \*NOTE: We will accept the above starred sources for use in your paper even though they were published before 1985. No other exceptions will be allowed.

## 25. **STUDENT INFORMATION SHEET**

***SEE THE "RESOURCES" SECTION OF OUR ONLINE (CANVAS) WEBSITE FOR PRINT STUDENT INFORMATION SHEET***

All students are required to fill out this sheet and return it to the Instructor by the end of the first week of class (via email, rdugall@apu.edu)

Failure to do so by the end of the first week will result in the withholding of all assignment grades until Information Sheet is supplied.

## 26. **REMINDER OF ALL THE CLASS WORK THAT IS EXPECTED OF EVERY STUDENT:**

**10 JOURNALSUMMARIES**  
**2 MIDTERM QUIZZES**



- 1 EXEGETICAL INVESTIGATION (CHART)
- 1 CONTEXTUAL REFLECTION Assignment – Adobe Spark
- 1 VIDEO CONNECT SESSION
- 1 FINAL EXAM
- 1 BOOK REVIEW
- 13 DISCUSSION PARTICIPATIONS
- 1 DISCUSSION EVALUATION OF COURSE

**END OF SYLLABUS**