

Pentateuch and Histories: A Holistic Approach

Instructor Information:

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Course Information:

BIBL102
Spring 2009
Room # 5
M,T,TH,F 08:35-09:25

Office Hours

I welcome you to speak with me by appointment or during office hours Tuesday and Thursday from 12:15-12:45 and Monday and Friday from 14:45-15:45 in Room #5.

Communication

I heartily welcome students and parents to communicate with me. I prefer email as a way to field questions about the class; I will usually answer any email within twenty-four hours—sometimes much sooner if the subject does not require any research. I also post quite a bit of information pertinent to the courses I teach at the following website: <http://www.boydwick.com>. You can find semester schedules, assignment descriptions, tips, research links and much more. I encourage you to browse the site at least once to see whether it might be helpful to you.

Course Description

The Old Testament is a rich and varied body of sacred texts, the genres of which vary as widely as the situations in which they were composed. This survey course hopes to provide each student with an opportunity to read and better understand the text and contexts of the Old Testament (OT) from the beginnings to the fall and exile of Judah around 586 B.C. In it we will read much what the Hebrew canon describes as the Law (Torah) and Former Prophets, many of the books of the OT within the Pentateuch and the Histories—supplementing as often as we can from the Psalms and prophets as they are chronologically or otherwise relevant. Specifically, we'll cover Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, I & II Samuel, and I & II Kings. Along with this we'll cover material from the Latter Prophets and The Writings: excerpts from I & II Chronicles, the Psalms, Jonah, Hosea, Amos, Isaiah, Micah, Nahum, Zephaniah, Jeremiah, Lamentations, and Habakkuk. In general, the coursework aims to encourage students in as subtle a hermeneutic of the OT as it deserves. A knowledge of the historical, literary, and theological backgrounds of the OT—along with a rudimentary understanding of Christian apologetics—is a crucial part of the Alma Heights expected student learning outcomes. By the end of this yearlong course, we hope students will have gained an appreciation of the OT both as a sacred body of texts with its own theological and spiritual import and as a crucial influence on the New Testament (NT) and the early Christian church. Recognizing and respecting a rich tradition of OT interpretation from the authors of the NT to relatively contemporary theologians and Christian philosophers, we will explore a variety of approaches to OT study and Christian apologetics. We will also explore historically significant expressions of Christian philosophy, theology, service, and disciplines—rehearsing and practicing them together as an expression of our faith.

In this course, students will have the opportunity to familiarize themselves with the narrative progression of the OT, to learn and reinforce basic hermeneutical skills that include word studies in the Masoretic Text and the *Septuagint*, and to increase their global understanding of the OT. While reading the OT, students will come to appreciate its theological character, its historical significance, and its literary value. We will discuss in class the theological, historical, literary, linguistic, geographical, political, and spiritual implications of the texts in question. I will provide handouts and other materials (e.g., maps, outlines, grammatical introductions to Ancient Hebrew, journal articles) that aim to facilitate such study. Students will keep journals of their readings in preparation for class discussion and further self-directed study. They will memorize a range of significant passages from the OT, credal documents, and other texts as a means of reinforcing major themes in the OT and the historically consistent beliefs of the Christian Church. These will include a list of the books of the OT, excerpts from Genesis 1-5, Genesis 15, Exodus 20:1-17, Leviticus 26, Numbers 14:1-10, Deuteronomy 6, Joshua 23:14-16, II Samuel 7:8-17, Psalm 23, Psalm 121, the Lord's Prayer, the Nicene Creed, and others. Students will read authors on subjects ranging from Christian apologetics to contemporary philosophy. They will be guided in articulating their own positions in areas of philosophical and theological concern, e.g., cosmogony, cosmology, ontology, ethics, and Christian service. They will engage in an exegetical study of their own from Judges and present the results to the class. In general they will prepare for further academic or self-directed work within the field of Biblical studies.

Prerequisites

There are no prerequisites for this course.

Student Evaluation and Coaching

Grading rubrics for the Bible department are based on our goals and desired student outcomes. These are tied directly to our framework for biblical literature, to our graduate profile, and WASC certification requirements. Final grades will be calculated *approximately* by the following percentages per semester (subject to change with fair notice):

Second Semester

Category	Approximate Weight
Quizzes	10%
Worksheets	10%
Journal Entries	10%
Belief Papers	10%
Judges Study	15%
Tests (including the final exam)	35%
Memorization	10%

Note that reading is *not* scored separately from items in the grading table. *This does not mean reading is optional or in any way unimportant. Reading assignments are the very basis of the class. We cannot discuss the readings together if you haven't read them.* Minor written work usually comes in the form of incremental assignments and research projects graded as part of projects and belief papers. It is not my policy to assign homework as a means of keeping you busy, so assume all work outside of class is crucial to the timely completion of extended holistic assignments and that I have designed it to help you learn concepts crucial to thinking clearly and expressing your ideas well during class discussion, on tests, and in writing assignments--not to mention your coming into your inheritance as a human being.

Journal Entries, Productive Participation, Worksheets, and Quizzes

I will periodically ask a series of questions meant to gauge your reading comprehension and grasp of concepts we cover in class. They are usually based on material from lectures or discussion or from assignments you will have read before class. Often you will have grappled with the material via a worksheet and your understanding of the texts or concepts will have been informed by explication, lectures, and discussion. These questions provide a timely way for me to spot potential trouble on the one hand and reward close reading and careful study on the other. Quiz dates will not always be included in the semester schedule. That is to say, I will sometimes give pop quizzes. I require a journal of reading assignments, chapel services, and--occasionally--of research assignments. Monitoring the journal allows me to gauge your level of understanding of and engagement with the *logos*. Keeping it regularly updated provides a student with ready notes for study before quizzes and tests and a means of grappling with the difficult issues raised by reading the text. I consider all of these and attentive engagement in discussion and lecture a part of what you bring to the course and will gauge your productive participation thereby.

Tests

Tests concentrate substantially on narrative, historical, geographical, thematic, and literary details--requiring a basic knowledge of the narrative events and encouraging analysis and synthesis. Exams require more than memorization of facts and terms, they will ask each student to display a subtle knowledge of the texts we have studied--contextual, technical, and conceptual. Many of the technical questions center on the language and context of the texts we read. Most exams will consist of a mix of fill-in, true/false, multiple choice, and essay questions--roughly one quarter of the points for the essay questions and the rest divided amongst the former. They are meant to gauge, as accurately as possible, each student's command of those elements and concepts of the text we have covered in class and her ability to coherently discuss them in well-crafted essays. Study guides will come in advance of most tests (up to a week before the test is scheduled). Each of the nine unit tests covering books of the bible includes questions interrogating the theological, historical, literary, linguistic, geographical, political, and spiritual implications of the texts in question and a timed essay that requires students to clearly, cogently, even elegantly, discuss these implications. Essays must show evidence of the following: 1) a close reading of the text 2) a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness 3) a variety of sentence structures, including appropriate use of subordinate and coordinate constructions 4) logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis 5) a balance of generalization with specific illustrative detail 6) the effective use of rhetoric, including controlling tone, a consistent voice, and emphasis through parallelism and antithesis.

Belief Papers and Assignments

Each student will complete several two hundred (200) to five hundred (500) word responses to questions exploring the more philosophical and apologetical aspects of her faith and practice. Often these will come in the form of blog entries and comment posts to articles from a variety of online periodicals (e.g., *The Economist*, *First Things*, *Newsweek*, *Time*) that explore questions of faith, religion in public discourse, and other such topics. They will include initial statements of belief in areas such as cosmogony, cosmology, ontology, and praxis. Each student will write four fifteen hundred (1000) word statements of belief over the course of the year. The final product will be a statement of belief around five thousand (4,000) words that will function as an expanded outline of a student's beliefs. This statement will be revised and expanded--with sections covering larger areas of belief and more specific expressions of those beliefs--over her career as a student at Alma Heights, becoming the document by which she will satisfy her senior belief statement.

Required Texts

A Bible. (any reasonably literal English or "first language" translation of the Old Testament and New Testament)

Other Texts

I will require you to read, watch, or listen to a variety of materials including philosophical papers, public lectures, and excerpts from longer philosophical or theological works supplied sometimes by me, sometimes from local libraries, and sometimes from electronic sources found on the internet as required. Below are a couple of examples:

Chesteron, G. K. *Orthodoxy*. San Francisco: Saint Ignatius Press, 1995.

Lewis, C. S. *Mere Christianity*. New York: Harper Collins, 2001.

Lewis, C. S. *The Great Divorce*. New York: Harper Collins, 2001.

May, Herbert G. and Bruce M. Metzger. *The New Oxford Annotated Bible with the Apocrypha*. Revised Standard Version. New York: Oxford University Press, 1962.

Plantinga, Alvin. *Warranted Christian Belief*. New York: Oxford UP, 2000.

Sources and Resources

In addition to the following sources, I will occasionally supply ancillary texts to enrich our understanding of theological, historical, literary, linguistic, geographical, political, and spiritual issues that come up in the course. You will be accomplishing your own research for minor and major papers within the course, so I'll expect you to take advantage of the resources offered by Alma Heights and those available from local municipal and scholarly institutions.

Electronic Provided through an Alma Heights Subscription provided off-campus via <http://proxy.almaheights.com>

Cambridge Companions Online (on-campus from at <http://cco.cambridge.org>)

Oxford Reference Online Premium (on-campus from at <http://www.oxfordreference.com>)

Oxford Scholarship Online (on-campus from at <http://www.oxfordscholarship.com>)

Oxford Language Dictionaries Online (on-campus from at <http://www.oxfordlanguagedictionaries.com>)

Oxford Dictionary of National Biography (on-campus from at <http://www.oxforddnb.com>)

Oxford Art Online (on-campus from at <http://www.oxfordartonline.com>)

Oxford Music Online (on-campus from at <http://www.oxfordmusiconline.com>)

American National Biography (on-campus from at <http://www.anb.org/>)

Electronic subscriptions and sources provided elsewhere

JSTOR (access from articles and databases at <http://www.sfppl.org/sfpplonline/dbcategories.htm>)

Stanford Encyclopedia of Philosophy (<http://http://plato.stanford.edu/contents.html>)

Resources for the Study of the Ancient Near East (<http://www.etana.org/>)

Bibelwissenschaft (German Bible Society) BHS, LXX, and Vulgate (<http://www.bibelwissenschaft.de/online-bibeln/>)

Print

Aland, B., K. Aland, J. Karavidopoulos, C. M. Martini, and B. M. Metzger, eds. *Novum Testamentum Graece*. 27th ed. Stuttgart: Deutsche Bibelgesellschaft, 1993.

Boling, Robert G. *Judges*. Anchor Bible 6A. New York: Doubleday, 1975.

Brown, Francis, S. R. Driver, and Charles A. Briggs. *The New Brown-Driver-Briggs-Gesenius Hebrew and English Lexicon*. Peabody, Mass.: Hendrickson, 1979.

Elliger, K. and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1983.

Freedman, David Noel. Ed. *The Anchor Bible Dictionary*. Doubleday: New York, 1992.

Lambdin, Thomas O. *Introduction to Biblical Hebrew*. Princeton: Prentice Hall, 1971.

Lewis, Gordon R. and Bruce A. Demarest. *Integrative Theology*. 2 vols. Grand Rapids: Zondervan, 1987.

Class Policies and Requirements

Since classes are held every day of the school week except Wednesday, your attendance each day is crucial. Note particularly that I will subtract points from your overall grade in the class for tardies or unexcused absences. Other than that, the following requirements deserve special attention:

- 1) If you are not attentively seated and prepared for class (i.e., appropriate books, notebooks, assignments, and writing instruments out and ready) when the beginning bell rings, you will be considered tardy and ineligible to take any quizzes that might be scheduled to begin in the first 15 minutes of class. In addition to this, after two unexcused tardies you will lose one half of one percent of your total semester score for each subsequent unexcused tardy.
- 2) If you miss a class for any reason not excused by the administrative secretary according handbook policy, you will be ineligible to retake any scheduled or unscheduled assignments, quizzes, or tests completed during the that class period. After two unexcused absences from the class, you will lose one percent of your total semester score for each subsequent unexcused absence (e.g., three unexcused absences would reduce your semester score from 85% to 84%, four unexcused absences would reduce your semester score from 85% to 83%, and five unexcused absences would reduce your semester score from 85% to 82%). Unexcused absences could potentially reduce your final semester grade by a whole step (e.g., A- becomes a B+). Show up for class if you aren't sick.
- 3) If you legitimately miss a class, I suggest asking a classmate for any notes, schedule revisions, or handouts. I do not keep extra copies of handouts from day to day and will not be able to supply you with what you've missed.
- 4) You are responsible for all the material we cover in class, including lecture notes and material assigned for work outside of class like visiting websites or local libraries.
- 5) Your research paper must follow the conventions of the latest edition either of the MLA manual or the Turabian manual. If you don't own a copy of either, I would suggest purchasing one.
- 6) I will often ask you to complete work that requires a computer with a connection to the internet that allows you to email with attached files, submit work electronically, access electronic databases, read electronic documents, etc. If you do not have access to a computer, you must see me a reasonable amount of time before the assignment is due, e.g., when it is assigned, to make arrangements for after hours lab use at the school. If you cannot make it to the lab after school, I will expect you to use county library facilities or make other arrangements to accomplish any such assignment.
- 7) **Don't plagiarize!** I will be using the Turnitin service to check for proper citation. I will handle instances of plagiarism according to the policies laid out in the handbook. If you plagiarize, you will receive no credit for the assignment and could end up flunking the course and being expelled from the school. I want to read what you have to say, so don't try to pass off someone else's writing as your own. (Read the second chapter of the *MLA Handbook* for a comprehensive discussion of plagiarism.)
- 8) You must have a San Francisco Public Library card to access article databases for the class. (Any resident of California can get one by applying at the nearest branch.)
- 9) I do not accept late work. Turn in your work at the beginning of class on the day it is due unless otherwise noted in writing.
- 10) Learn a lot and enjoy the readings!

Schedule

Any homework assignments listed below must be completed before the beginning of class, unless otherwise noted. Major assignment due dates will be listed in brief here; refer to assignment instruction handouts for further details. In addition to the readings listed below, students will be responsible to listen to or read approximately 200 pages of outside material by the end of the semester. Readings average around twenty (20) minutes per night for four (4) nights out of the week. That comes to about one and one half (1.5) hours of reading per week for this class—in addition to whatever further reading you will be required to do to accomplish your Judges study project. This course is centered on discussion of the works we read, so keeping up with the readings is crucial to your constructive participation and success.

Week 1

M 05-Jan Welcome and introduction to the semester

T 06-Jan *Homework: Read and Journal Joshua 1-3 (11 min.)* *Due: None*
(Subject of reading: Joshua commissioned, Rahab and the spies, crossing the Jordan)
1) Read and Journal Joshua 4-5 in class (7 min.)
(Subject of reading: Crossing the Jordan, circumcision, commander of the Lord's army)
2) Running explication of the text
3) Hand out a map representing the geography of the conquest of Canaan.

We recite a memory passage today.

W 07-Jan *Chapel:* Post notes from chapel to your journal.

TH 08-Jan *Homework: Read and Journal Joshua 6-9 (22 min.)* *Due: RQ 1*
(Subject of reading: Jericho falls, Ai, Achan, Ai, covenant renewed at Ebal, Gibeonite deception)
1) Read and Journal Joshua 10-12 in class (14 min.)
(Subject of reading: Sun still, five Amorite kings, South and North Canaan conquered, list)
2) Running explication of the text
3) Study for the geography quiz tomorrow

We will pray together the prayers of the people today.

F 09-Jan *Homework: Read and Journal Joshua 13-17 (22 min.)* *Due: GQ 1*
(Subject of reading: Land left to take, dividing land east and west of Jordan, special allotments)
1) Read and Journal Joshua 18-21 in class (18 min.)
(Subject of reading: remaining allotments--including cities for Levites and cities of refuge)
2) Running explication of the text

We will sing our prayers today.

Week 2

M 12-Jan *Homework: none* *Due: None*
1) Read Chapters 3.1-3 of C. S. Lewis's *Mere Christianity* (29 min.)
(The Three Parts of Morality, The Cardinal Virtues, and Social Morality)
2) Discuss and work on WA_1 and WA_2
3) Take notes from the reading

We will pray from our liturgical selections today.

T 13-Jan *Homework: Read and Journal Joshua 22-24 (18 min.)* *Due: None*
(Subject of reading: Eastern tribes return, Joshua's farewell, covenant at Shechem, Joshua buried)
1) Review Joshua 1-24 in class
2) Running explication of the text

We recite a memory passage today.

W 14-Jan *Chapel:* Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entries for Joshua 1-24, Lewis's Mere Christianity 3.1-3, and 01/07 and 01/14 chapels are due 02/13).

TH 15-Jan *Homework: Complete Journal & Study for BT_1* *Due: None*
1) Review Joshua 1-24 in class for test tomorrow

We will pray together the prayers of the people today.

F 16-Jan *Homework: Study for BT_1* *Due: BT_1 Joshua*
(Last Add/Drop) 1) Take BT_1 covering the narrative, theology, and geography of Joshua 1-24
2) When finished with the test, read all of Ruth 1-4

We will sing our prayers today.

Special homework instructions...

Skim over Judges 1-21 to get a sense of the scope and subject, paying attention to your favorite passages.

Week 3

Tuesday, January 20 to Friday, January 23 (Spirit Week) Events will be organized in anticipation of homecoming.

M 19-Jan **No School (Martin Luther King Jr. Day)**

T 20-Jan *Homework: None* *Due: None*
1) Read and journal Ruth 1-4 in class (17 min.)
2) Historical introduction and running explication

We recite a memory passage today.

W 21-Jan *Chapel:* Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entries for Ruth 1-4 and 01/21 chapel are due on 02/13).

Make sure to complete the first section of your preliminary Judges passage worksheet (WS_1) based on assignments below:

Judges passage group assignments

JS_1	Judges 3:12-3:31 (Ehud & Shamgar)	Matt & Carlos
JS_2	Judges 4:1-5:31 (Deborah & Barak)	Sofia, Anna & Courtney
JS_3	Judges 6:1-8:35 (Gideon)	Nikki, Megan & Rachel
JS_4	Judges 9:1-9:57 (Abimelech)	Charissa & Victoria
JS_5	Judges 10:1-10:18 (Tola and Jair)	C.J. & Gerrad
JS_6	Judges 11:1-12:15 (Jephthah I & II)	Elias, Luke & James
JS_7	Judges 13:1-13:25 (Sampson I)	Hope-Anna & ViVi
JS_8	Judges 14:1-15:20 (Sampson II)	Helena, Pei & Hannah
JS_9	Judges 16:1-16:31 (Sampson III)	Andrew & Seth

TH 22-Jan *Homework: Skim over Judges 1-21 to get a sense of context* *Due: None*
1) Go over Judges passage assignments in class
2) Discuss the details of the project in class

We will pray together the prayers of the people today.

F 23-Jan *Homework: Read Through Judges Passage Assignment* *Due: None*
1) Hand out the Judges assignment schedule
2) Assemble in group reading assignments and prepare for scheduled recordings

Be sure to start working on your memory passage from Judges 2:11-20a at the following website...

http://docs.google.com/a/almaheights.org/Doc?id=dwf77zn_1gscfbnfz

We will sing our prayers today.

Week 4

- M 26-Jan *Homework: none* *Due: None*
1) Read Chapter 3.4-6 of C. S. Lewis's *Mere Christianity* (44 min.)
(Morality and Psychoanalysis, Sexual Morality, and Christian Marriage)
2) Discuss and work on WA_1 and WA_2
3) Take notes from the reading

We will pray from our liturgical selections today.

- T 27-Jan *Homework: Work on Judges study* *Due: None*
1) Matt and Carlos record Judges 3:12-3:31 (Ehud & Shamgar)
2) Sofia, Anna, and Courtney record Judges 4:1-5:31 (Deborah & Barak)
3) Nikki, Megan, and Rachel record Judges 6:1-8:35 (Gideon) in class

We recite a memory passage today.

- W 28-Jan *Chapel:* Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entries Lewis's Mere Christianity 3.4-6, and 01/21 and 01/28 chapels are due on 02/13).

- TH 29-Jan *Homework: Work on Judges study* *Due: None*
1) Charissa and Victoria record Judges 9:1-9:57 (Abimelech) in class
2) C.J. and Gerrad record Judges 10:1-10:18 (Tola and Jair) in class
3) Elias, Luke, and James record Judges 11:1-12:15 (Jephthah I & II) in class

We will pray together the prayers of the people today.

- F 30-Jan *Homework: Work on Judges study* *Due: WS_1 (Judges RS)*
1) Hope-Anna and Vivi record Judges 13:1-13:25 (Sampson I)
2) Helena, Pei, and Hannah record Judges 14:1-15:20 (Sampson II)
3) Andrew and Seth record Judges 16:1-16:31 (Sampson III)

We will sing our prayers today.

Week 5

- M 02-Feb *Homework: none* *Due: None*
1) Read Chapter 3.7-9 of C. S. Lewis's *Mere Christianity* (30 min.)
(Forgiveness, The Great Sin, and Charity)
2) Discuss and work on WA_1 and WA_2
3) Take notes from the reading

We will pray from our liturgical selections today.

- T 03-Feb *Homework: Work on Judges study* *Due: MP_1 (Joshua 21:45, 23:14-16) change to Joshua 24:13-18*
1) Work on Judges study together in class
2) TBD

We recite a memory passage today.

- W 04-Feb *Chapel:* Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entry for Lewis's Mere Christianity 3.7-9, and 02/04 chapel are due on 02/13).

- TH 05-Feb *Homework: Work on Judges study* *Due: GQ_2*
1) Work on Judges study together in class
2) TBD

We will pray together the prayers of the people today.

F 06-Feb *Homework: Work on Judges study* *Due: WS_2 (Judges RS)*
1) Work on Judges study together in class
2) TBD

We will sing our prayers today.

Week 6

M 09-Feb *Homework: none* *Due: None*
1) Read Chapter 3.10-12 of C. S. Lewis's *Mere Christianity* (26 min.)
(Hope, Faith, and Faith)
2) Discuss and work on WA_1 and WA_2
3) Take notes from the reading

We will pray from our liturgical selections today.

T 10-Feb *Homework: Work on Judges study* *Due: None*
1) Work on Judges study together in class
2) TBD

We recite a memory passage today.

W 11-Feb *Chapel:* Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entries for Lewis's Mere Christianity 3.10-12, and 01/11 chapel are due on 02/13).

TH 12-Feb *Homework: Work on Judges study* *Due: Judges Study Progress*
1) Work on Judges study together in class
2) TBD

We will pray together the prayers of the people today.

F 13-Feb *Homework: Work on Judges study* *Due: BJ_1*
1) Work on Judges study together in class
2) TBD

We will sing our prayers today.

Week 7

M 16-Feb ***No School (Presidents' Day)***
T 17-Feb ***No Classes Meeting (High School Winter Retreat)***
W 18-Feb ***No Classes Meeting (High School Winter Retreat)***
TH 19-Feb ***No Classes Meeting (High School Winter Retreat)***
F 20-Feb ***No Classes Meeting (High School Winter Retreat)***

Week 8

M 23-Feb ***No School (Faculty WASC Preparation Day)***

T 24-Feb *Homework: Work on Judges study* *Due: None*
1) Work on Judges study together in class
2) TBD

We recite a memory passage today.

W 25-Feb *Chapel:* Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entry for 02/25 chapel is due on 03/27).

TH 26-Feb *Homework: Work on Judges study* *Due: None*
1) Work on Judges study together in class

2) TBD

We will pray together the prayers of the people today.

F 27-Feb Homework: *Work on Judges study* Due: *None*
1) Work on Judges study together in class
2) TBD

We will sing our prayers today.

Week 9

M 02-Mar Homework: *Work on Judges study* Due: *None*
1) Work on Judges study together in class
2) TBD

Tuesday, March 03 (Spring Portraits)

T 03-Mar Homework: *Work on Judges study* Due: *None*
1) Work on Judges study together in class
2) TBD

Wednesday, March 04 to Friday, March 06 (ACSI Senior High Musicales - Choir Festival)

W 04-Mar Chapel: Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entry for 03/03 chapel is due on 03/27).

TH 05-Mar Homework: *Work on Judges study* Due: *JS_1 & JS_2 Presentation*
1) ***Charissa and Victoria present*** Judges 9:1-9:57 (Abimelech)
2) ***C.J. and Gerrad present*** Judges 10:1-10:18 (Tola and Jair)

F 06-Mar Homework: *Work on Judges study* Due: *JS_3 & JS_4 Presentation*
1) ***Nikki, Megan, and Rachel present*** Judges 6:1-8:35 (Gideon)
2) ***Matt and Carlos present*** Judges 3:12-3:31 (Ehud & Shamgar)

Sunday, March 08 (Daylight Savings Time Begins)

Week 10

M 09-Mar Homework: *Work on Judges study* Due: *JS_5 & JS_6 Presentation*
JS_1 & JS_2 WS_3 Due
1) ***Sofia, Anna, and Courtney present*** Judges 4:1-5:31 (Deborah & Barak)
2) ***Elias, Luke, and James present*** Judges 11:1-12:15 (Jephthah I & II)

We will pray from our liturgical selections today.

T 10-Mar Homework: *Work on Judges study* Due: *JS_7 & JS_8 Presentation*
JS_3 & JS_4 WS_3 Due
1) ***Hope-Anna and Vivi present*** Judges 13:1-13:25 (Sampson I)
2) ***Helena, Pei, and Hannah present*** Judges 14:1-15:20 (Sampson II)

We recite a memory passage today.

W 11-Mar Chapel: Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entry for 03/11 chapel is due on 03/27).

TH 12-Mar Homework: *Work on Judges study* Due: **JS_9 Presentation**
JS_5 & JS_6 WS_3 Due
1) **Andrew and Seth present** Judges 16:1-16:31 (Sampson III)
We will pray together the prayers of the people today.

F 13-Mar Homework: *Work on Judges study* Due: **JS_7 & JS_8 WS_3 Due**
1) Introduction to the historical and geographical context of United Kingdom Israel
We will sing our prayers today.

Monday, March 16 to Wednesday, March 25 (Drama Students preparing for the HS Play)

Week 11

M 16-Mar Homework: *none* Due: **JS_9 WS_3 Due**
1) Read Chapter 4.1-3 of C. S. Lewis's *Mere Christianity* (30 min.)
(Making and Begetting, The Three Personed-God, and Time and Beyond Time)
2) Discuss and work on WA_1 and WA_2
3) Take notes from the reading

We will pray from our liturgical selections today.

T 17-Mar Homework: *Read and Journal I Samuel 1-5 (22 min.)* Due: **RQ_2 (JS Cumm. Quiz)**
1) Read and journal I Samuel 6-10 in class (21 min.)
2) Running explication and discussion of the geographical and historical context of Samuel
3) Discuss parallels between Samuel and wider Levantine literature

We recite a memory passage today.

W 18-Mar Chapel: *Post notes from chapel to your journal.*

Special homework instructions...

Remember that your journal entries for I Samuel 1-10, Lewis's *Mere Christianity* 4.1-3, and 03/18 chapel are due on 04/07).

TH 19-Mar Homework: *Read and Journal I Samuel 11-14 (22 min.)* Due: **None**
1) Read and journal I Samuel 15-18 in class (24 min.)
2) Running explication and discussion of the geographical and historical context of Samuel
3) Discuss parallels between Samuel and wider Levantine literature

We will pray together the prayers of the people today.

F 20-Mar Homework: *Read and Journal I Samuel 19-22 (17 min.)* Due: **RQ_3**
1) Read and journal I Samuel 23-26 in class (21 min.)
2) Running explication and discussion of the geographical and historical context of Samuel
3) Discuss parallels between Samuel and wider Levantine literature

We will sing our prayers today.

Monday, March 23 to Wednesday, March 25 (Drama Students preparing for the HS Play)

Week 12

M 23-Mar Homework: *none* Due: **WA_1 (Ethics)**
1) Read Chapter 4.4-6 of C. S. Lewis's *Mere Christianity* (22 min.)
(Good Infection, The Obstinate Toy Soldiers, and Two Notes)
2) Discuss and work on WA_1 and WA_2
3) Take notes from the reading

We will pray from our liturgical selections today.

T 24-Mar *Homework:* Read and Journal *I Samuel* 27-30 (14 min.) *Due: None*
1) Read and journal *I Samuel* 31 in class (2 min.)
2) Running explication and discussion of the geographical and historical context of *Samuel*
3) Review the geography of United Kingdom Israel

We recite a memory passage today.

W 25-Mar *Chapel:* Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entries for I Samuel 11-31, Lewis's Mere Christianity 4.4-6, and 03/25 chapel are due on 03/27.

Thursday, March 26 to Saturday, March 27 (HS Play Performances)

TH 26-Mar *Homework: Read ahead!* *Due: GQ_3*
1) Review the geography of United Kingdom Israel

We will pray together the prayers of the people today.

F 27-Mar *Homework:* Read and Journal *II Samuel* 1-4 (20 min.) *Due: BJ_2*
1) Read and journal *II Samuel* 5-9 in class (20 min.)
2) Running explication and discussion of the geographical and historical context of *Samuel*

We will sing our prayers today.

Week 13

M 30-Mar *Homework: none* *Due: None*
1) Read Chapter 4.7-9 of C. S. Lewis's *Mere Christianity* (41 min.)
(Let's Pretend, Is Christianity Hard or Easy, and Counting the Cost)
2) Discuss and work on WA_1 and WA_2
3) Take notes from the reading

We will pray from our liturgical selections today.

T 31-Mar *Homework:* Read and Journal *II Samuel* 10-13 (22 min.) *Due: RQ_4*
1) Read and journal *II Samuel* 14-17 in class (24 min.)
2) Running explication and discussion of the geographical and historical context of *Samuel*

We recite a memory passage today.

W 01-Apr *Chapel:* Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entries for II Samuel 1-17, Lewis's Mere Christianity 4.7-9, and 04/01 chapel are due on 04/07.

TH 02-Apr *Homework: Read ahead!* *Due: None*
1) Begin reading from *I & II Kings* commentaries
2) Introduction to prophetic literature and alternate readings of historical literature

We will pray together the prayers of the people today.

F 03-Apr *Homework:* Read and Journal *II Samuel* 18-20 (21 min.) *Due: MP_2 (2 Samuel 7:1-17)*
1) Read and journal *II Samuel* 21-24 in class (23 min.)
2) Running explication and discussion of the geographical and historical context of *Samuel*

We will sing our prayers today.

Week 14

M 06-Apr Homework: none Due: None
1) Read Chapter 4.10-11 of C. S. Lewis's *Mere Christianity* (?? min.)
(Nice People or New Men and The New Men)
2) Discuss and work on WA_1 and WA_2
3) Take notes from the reading

We will pray from our liturgical selections today.

T 07-Apr Homework: Review I & II Samuel Due: BJ_3
1) Review I & II Samuel for BT_2 in class

We recite a memory passage today.

W 08-Apr Chapel: Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entries for II Samuel 18-24, Lewis's *Mere Christianity* 4.10-11, and 04/08 chapel are due on 04/07).

TH 09-Apr Homework: Study for BT_2 Due: BT_2 I & II Samuel Test
1) Take BT_2

We will pray together the prayers of the people today.

F 10-Apr Homework: None Due: None
1) Read from concurrent prophets TBA
2) Running discussion of prophetic announcements in context

We will sing our prayers today.

Monday, April 12 through Monday, April 20 (Easter Vacation)

Week 15

M 13-Apr **No School (Easter Vacation)**
T 14-Apr **No School (Easter Vacation)**
W 15-Apr **No School (Easter Vacation)**
TH 16-Apr **No School (Easter Vacation)**
F 17-Apr **No School (Easter Vacation)**

Week 16

M 20-Apr **No School (Easter Vacation)**

T 21-Apr Homework: None Due: None
1) Read from concurrent prophets TBA
2) Running discussion of prophetic announcements in context

We recite a memory passage today.

Wednesday, April 22 through Friday, April 24 (Senior Thesis Defense)

W 22-Apr Chapel: Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entry for Joshua 1-14, Lewis's *Mere Christianity* 3.1, and 01/07 chapel are due...

TH 23-Apr Homework: Work on WS_4 Due: WS_4 (Writing Prep)
1) Read from concurrent prophets TBA
2) Running discussion of prophetic announcements in context

We will pray together the prayers of the people today.

F 24-Apr Homework: Work on WA_2
1) Work on WA_2

Due: None

We will sing our prayers today.

Week 17

M 27-Apr Homework: Work on WA_2
1) Work on WA_2

Due: None

We will pray from our liturgical selections today.

T 28-Apr Homework: Work on WA_2
1) Introduction to Kings
2) Running explication of the text
3) Go over the geographical and historical context of Kings
4) Read I Kings 1-2 (15 min.)

Due: WA_2 (Praxis)

We recite a memory passage today.

W 29-Apr Chapel: Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entries for I Kings 1-2 and 04/29 chapel are due).

TH 30-Apr Homework: Read and Journal I Kings 3-7 (22 min.)
1) Read and journal I Kings 8-10 in class (18 min.)
2) Brief lecture on historical context
3) Running explication of the text
4) Go over the geographical and historical context of Kings

Due: GQ_4

We will pray together the prayers of the people today.

F 01-May Homework: Read and Journal I Kings 11-13 (16 min.)
1) Read and journal I Kings 14-17 in class (21 min.)
2) Brief lecture on historical context
3) Running explication of the text
4) Go over the geographical and historical context of Kings

Due: None

We will sing our prayers today.

Week 18

M 04-May Homework: none
1) Read chapters 1-5 of C. S. Lewis's *The Great Divorce*

Due: None

We will pray from our liturgical selections today.

T 05-May Homework: Read and Journal I Kings 18-20 (18 min.)
1) Read and journal I Kings 21-22 in class (13 min.)
2) Brief lecture on historical context
3) Running explication of the text
4) Go over the geographical and historical context of Kings

Due: RQ_5

We recite a memory passage today.

W 06-May Chapel: Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entries for I Kings 3-22 and 05/06 chapel are due 5/19)

TH 07-May Homework: Study for MP_3
1) Read from concurrent prophets TBA
2) Running discussion of prophetic announcements in context

Due: None

We will pray together the prayers of the people today.

F 08-May *Homework:* Read and Journal *II Kings* 1-3 (13 min.) *Due: MP_3 (Prophets TBA)*
1) Read and journal *II Kings* 4-7 in class (21 min.)
2) Brief lecture on historical context
3) Running explication of the text
4) Go over the geographical and historical context of *Kings*

We will sing our prayers today.

Week 19

M 11-May *No School (Flea Market Recover Day)*

T 12-May *Homework:* Read and Journal *II Kings* 8-10 (21 min.) *Due: None*
1) Read and journal *II Kings* 11-15 in class (27 min.)
2) Brief lecture on historical context
3) Running explication of the text
4) Go over the geographical and historical context of *Kings*

We recite a memory passage today.

W 13-May *Chapel:* Post notes from chapel to your journal.

Special homework instructions...

Remember that your journal entries for II Kings 1-15 and 05/13 chapel are due 5/19)

TH 14-May *Homework:* Read and Journal *II Kings* 16-18 (18 min.) *Due: None*
1) Read and journal *II Kings* 19-23 in class (26 min.)
2) Brief lecture on historical context
3) Running explication of the text
4) Go over the geographical and historical context of *Kings*

We will pray together the prayers of the people today.

F 15-May *Homework:* Read and Journal *II Kings* 24-25 (10 min.) *Due: RQ_6*
1) Review *II Kings*
3) Go over the geographical and historical context of *Kings*

We will sing our prayers today.

Week 20

M 18-May *Homework: none* *Due: None*
1) Read chapters 6-10 of C. S. Lewis's *The Great Divorce*

We will pray from our liturgical selections today.

T 19-May *Homework: Review I & II Kings* *Due: BJ_4*
1) Review I & II Kings
3) Go over the geographical and historical context of *Kings*

We recite a memory passage today.

W 20-May *Chapel:* You need not post notes from this chapel to your journal.

Special homework instructions...

Remember that your journal entry for Joshua 1-14, Lewis's Mere Christianity 3.1, and 01/07 chapel are due).

TH 21-May *Homework: Study for BT_3* *Due: BT_3 I & II Kings Test*
1) Take BT_3 in class

We will pray together the prayers of the people today.

F 22-May *Homework: Review for Final Exam* *Due: None*
(Senior Finals) 1) Review together in class for the Final Exam
2) Time permitting read chapters 11-14 of C. S. Lewis's *The Great Divorce*

We will sing our prayers today.

Week 21

M	25-May	<i>Homework: Review for Final Exam</i> 1) Review together in class for the Final Exam <i>We will pray from our liturgical selections today.</i>	<i>Due: MP_4 (Prophets TBA)</i>
T	26-May	<i>HS Final Exams</i>	
W	27-May	<i>HS Final Exams</i>	
TH	28-May	<i>HS Final Exams</i>	
F	29-May	<i>HS Bye-Bye Bash and Picnic</i>	

Assignment descriptions in brief:

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- GQ** = Geography Quiz (covering the geography of the Levant, Fertile Crescent, and Ancient Near East)
 - RQ** = Reading Quiz (covering mostly narrative detail and thematic)
 - WS** = Worksheet (provides students with step-by-step help in preparation for longer writing assignments or projects)
 - BJ** = Bible Journal Check (a simple check of reading logs for reading comprehension and general participation)
 - CR** = Critical Response (writing assignments requiring a respond to arguments of a scholar or journalist on issues of faith and science)
 - BB** = Bible Blog Entry (statements of belief or dialogues about philosophical/apologetical subjects ranging from ethics to practice etc.)
 - BR** = Bible Blog Response (student responses to the their peers' statements of belief)
 - WA** = Writing Assignments (longer and more systematic statements of belief as mentioned above in the course description)
 - BT** = Bible Test (covering longer sections of the biblical narrative)
 - MP** = Memory Passages (selected from our readings and other sources from within the shared tradition of the Church)
 - JS_RS**=Judges Study Research (research accomplished in anticipation of the Judges study presentation, including language & commentary)
 - JS_PR**=Judges Study Presentation (presentation of Judges study research to the class in the form of a group lecture)
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Quizzes**10%***Geography*

GQ_1 01/09 (Joshua) 10 points possible ___ points earned, returned on ___
 GQ_2 02/05 (Judges) 10 points possible ___ points earned, returned on ___
 GQ_3 03/23 (Samuel) 10 points possible ___ points earned, returned on ___
 GQ_4 04/30 (Kings) 10 points possible ___ points earned, returned on ___

Reading

RQ_1 01/08 (Joshua) 10 points possible ___ points earned, returned on ___
 RQ_2 03/17 (Judges) 10 points possible ___ points earned, returned on ___
 RQ_3 03/20 (I Samuel) 10 points possible ___ points earned, returned on ___
 RQ_4 04/02 (II Samuel) 10 points possible ___ points earned, returned on ___
 RQ_5 05/05 (I Kings) 10 points possible ___ points earned, returned on ___
 RQ_6 05/17 (II Kings) 10 points possible ___ points earned, returned on ___

 100 points possible ___ points earned

Worksheets**10%**

WS_1 01/30 (Judges) 25 points possible ___ points earned, returned on ___
 WS_2 02/06 (Judges) 25 points possible ___ points earned, returned on ___
 WS_3 03/9,10,12,13,16 (WA_1) 25 points possible ___ points earned, returned on ___
 WS_4 04/23 (WA_2) 25 points possible ___ points earned, returned on ___

 100 points possible ___ points earned

Journal Checks**10%**

BJ_1 02/13 25 points possible ___ points earned, returned on ___
 BJ_2 03/27 25 points possible ___ points earned, returned on ___
 BJ_3 04/09 25 points possible ___ points earned, returned on ___
 BJ_4 05/19 25 points possible ___ points earned, returned on ___

 100 points possible ___ points earned

Belief Papers**10%**

WA_1 03/23 (Ethics) 50 points possible ___ points earned, returned on ___
 WA_2 04/28 (Praxis) 50 points possible ___ points earned, returned on ___

 100 points possible ___ points earned

Judges Study**15%**

JS_RS 10/28 100 points possible ___ points earned, returned on ___
 JS_PR 03/5,6,9,10,12, or 13 50 points possible ___ points earned, returned on ___

 150 points possible ___ points earned

Tests**35%**

BT_1 01/16 (Joshua 1-24) 50 points possible ___ points earned, returned on ___
 BT_2 04/09 (I & II Samuel) 100 points possible ___ points earned, returned on ___
 BT_3 05/21 (I & II Kings) 100 points possible ___ points earned, returned on ___
 BT_Final 05/26, 27, or 28 (Compreh.) 100 points possible ___ points earned, returned on ___

 400 points possible ___ points earned

Memorization**10%**

MP_1 02/03 (J. 2:11-20a) 25 points possible ___ points earned, returned on ___
 MP_2 04/03 (2 S. 7:1-17) 25 points possible ___ points earned, returned on ___
 MP_3 05/08 (Proph. TBA) 25 points possible ___ points earned, returned on ___
 MP_4 05/25 (Proph. TBA) 25 points possible ___ points earned, returned on ___

 100 points possible ___ points earned

I understand that no late work will be accepted and, unless my instructor changes an assignment date in writing, that all assignments will be required on the days and times listed.

Signed _____

Date _____
month/day/year