

**Coffeyville Community College**

**ENGL-205**  
**COURSE SYLLABUS**  
**FOR**  
**OLD TESTAMENT LITERATURE**

**Waneta Davis**  
**Instructor**

**COURSE NUMBER:** ENGL-205 **COURSE TITLE:** Old Testament Literature

**CREDIT HOURS:** 3

**INSTRUCTOR:** Waneta Davis

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**OFFICE HOURS:** See schedule posted on office door

**PREREQUISITES:** English Communications I

**REQUIRED TEXT:** A Bible  
Ryken, Leland. *How to Read the Bible as Literature*. Grand Rapids, MI: Zondervan, 1984.

**COURSE DESCRIPTION:** Students will be guided in a study of the Old Testament from a literary viewpoint. Students will learn a set of principles for interpreting the Old Testament as a piece of literature, and they will analyze specific passages, using these literary principles. The students will become familiar with the eight literary genres in the Old Testament and the students will analyze each. The students will also examine the literary unity of the Old Testament. This course is not a study of religious doctrine or theology.

**EXPECTED LEARNER OUTCOMES:** Within the context of the educational objectives of Coffeyville Community College, this course seeks to facilitate the general development of student skills in oral/written communication and critical/creative thinking while cultivating student appreciation for the Bible. Specifically, the course seeks to facilitate student achievement of the following learning objectives:

1. Interpret the Old Testament as a work of literature.
2. Appreciate the Old Testament as a literary masterpiece.
3. Develop a literary vocabulary to use in discussing and analyzing the Old Testament.
4. Recognize literary features in a variety of Old Testament passages.
5. Recognize the various genres found in the Old Testament

## LEARNING TASKS AND ACTIVITIES:

Week 1	Introduction, journal instructions
Week 2	The Old Testament and the characteristics of literature
Week 3	Narrative literature of the Old Testament
Week 4	Journals due
Week 5	Analysis information and instructions
Week 6	Poetry of the Old Testament
Week 7	Proverbs as a literary form
Week 8	Review of previous literary forms in the Old Testament.
Week 9	Journals and first analysis due
Week 10	Overview of Parables, Gospels, Epistles as a literary form
Week 11	Satire in the Old Testament
Week 12	Visionary literature
Week 13	Literary unity in the Old Testament
Week 14	Review of literary analysis as it pertain to Old Testament literature
Week 15	Journals, final presentations and analysis due

## ASSESSMENT OF OUTCOMES:

Student progress toward the achievement of course objectives will be assessed through the assignment of collaborative learning exercises, the assignment of journal writing, and the administration of topical exams and analysis

### Course Assignments:

Collaborative Learning Exercises	25%
Topical Exams	25%
Journal	25%
Literary Analysis	25%

### Grading Legend:

A (100-90) Excellent; B (89-80) Very good; C (79-70) Good; D (69-60) Poor; F (59-0) Failing

Grades may be interpreted according to the following subjective profiles:

- A. Excellent.** Students receiving an “A” undertake assignments with an accomplished sense of intellectual discipline, integrity, and enthusiasm. Students exhibit an ability to exceed conventional frames of reference by communicating multiple perspectives; specifically, students clarify cultural contexts, develop a number of ideas in

thematic detail, explore the relationships between key ideas, anticipate intellectual objections, and critically examine their own conclusions. Attendance and participation are exemplary.

- B. Very Good.** Students receiving a “B” usually undertake assignments with a sense of intellectual discipline, integrity and enthusiasm. Students exhibit an ability to employ conventional frames of reference to communicate dual perspectives; specifically, students develop a few ideas in detail and explore the relationships between prominent ideas. Attendance and participation are distinguished.
- C Good.** Students receiving a “C” undertake assignments with a satisfactory sense of intellectual discipline, integrity and enthusiasm. Students exhibit an ability to employ a frame of reference to communicate a single perspective; specifically students accurately recount received ideas. Attendance and participation are satisfactory.
- D Poor.** Students receiving a “D” undertake assignments with little sense of intellectual discipline, integrity and enthusiasm; assignments frequently are submitted late. Students exhibit some ability to employ a frame of reference to communicate a partial perspective; specifically, students inaccurately or incompletely recount received ideas. Attendance and/or participation are unsatisfactory.
- F Failing.** Students receiving an “F” demonstrate no sense of intellectual discipline, integrity or enthusiasm and may not undertake assignments at all. Assignments undertaken may be incomplete or otherwise unacceptable as a measure of student learning. Attendance and participation are unsatisfactory.

## **COURSE REQUIREMENTS:**

To complete the course satisfactorily, students must read all reading assignments, attend class regularly, actively participate in collaborative learning exercises, pass all exams administered, and receive a passing grade on the journal.

**Topical Exams:** Topical exams may include but not be limited to the following types of questions: textual identifications, short answer definitions/analyses, and brief essays.

**Journals:** Journals may contemplate, through reflection, specific issues of literature and culture arising during the course of study. While some journal writing will be in response to specific questions posed by the instructor, the content of the journal will be

limited only by the imaginative faculties of the individual student. Students are encouraged to include visual components. Journal questions posted by the instructor may require use of web and internet resources.

**Literary Analysis:** Using some of the seven basic elements of literature: point of view, setting, plot, character, symbolism, irony, and theme, write an analysis using adequate evidence to support the inferences and interpretation.

**Collaborative Learning Exercises:** Collaborative learning is an instructional mode by which two or more people teach one another; that is to say each person involved is both a student and a teacher. Consequently, collaborative learning is not only an effective form of learning but also an efficient alternative to traditional methods of instruction (ex. Lecture. Mature thought and learning occurs as a social process; knowledge acquisition occurs in relationships with many people, not just a single instructor. Moreover, when a subject requires sophisticated efforts to clarify, analyze, and evaluate, that subject can be learned best in a collaborative setting. In an on-line course, this is accomplished by threads with responses, thoughtful reactions by all students in the course. The concept of the Bible as a form of literature is just such a subject to use in collaborative learning. For the purposes of this course, then, collaborative learning will occur in the form of group exercises assigned by the instructor; in this way, perhaps full advantage can be taken of multiple relationships.

Students will learn, therefore, *together* as they engage in a problem-solving process that promotes cognitive development and the improvement of critical thinking strategies. Each student will make individual contributions in a collective effort to clarify, analyze, and evaluate important issues in the study of the literature of the Bible. Perhaps, equally important students will form temporary “communities” that facilitate their learning.

**Late or Missed Assignments:** Assignments are due at the beginning of the class meeting on the due date; late work will be penalized 5% of assignment value per day late; no late work will be accepted after one week has elapsed. The responsibility for completing assignments lies with the student.

Exams that are missed without the prior consent and approval of the instructor may not be taken at a later date.

**ATTENDANCE:**

With on-line courses, students are expected to participate and turn in assignments in a timely manner.

**ACADEMIC  
INTEGRITY:**

Students are expected to undertake assignments with integrity. Unless otherwise indicated, all assignments are to be completed on an individual student basis; evidence of unauthorized student collaboration will result in a zero (0) for the assignment.

Plagiarism is representing, as one's own the ideas of another person. To avoid plagiarism, one must ensure that information (arguments, designs, words, ideas, projects, etc.) deriving from other sources is properly acknowledged by appropriate citation(s). For the purpose of this class, use the MLA citation format. Plagiarized work will receive a grade of zero (0).

## **COMPETENCIES:**

### **IDENTIFY THE CHARACTERISTICS OF LITERATURE AND APPRECIATE THE OLD TESTAMENT AS A LITERARY MASTERPIECE.**

1. Define literature.
2. Distinguish between literary and expository writing.
3. Explain in what sense the Old Testament is a literary work.
4. Describe the Old Testament as a collection of books written in various literary genres..
5. Describe the overall structure of the Old Testament.

### **IDENTIFY THE NARRATIVE LITERATURE IN THE OLD TESTAMENT.**

1. Distinguish between historical documentation and literary narrative.
2. Explain the effect that literary narrative has on the reader.
3. List, define, and illustrate with Old Testament examples the three basic ingredients of literary narratives..
4. Explain the three types of setting in Old Testament narratives.
5. List and illustrate the five ways that characters are developed in Old Testament narratives.
6. List and illustrate the three types of plot conflict in Old Testament narratives.
7. Explain the “test” motif with examples from the Old Testament.
8. Recognize foils, dramatic irony, poetic justice in Old Testament narratives.
9. Understand how point of view affects Old Testament narratives.
10. List and illustrate six types of Old Testament narrative: parable, gospel, heroic, epic, comedy, and tragedy.
11. Interpret an assigned narrative according to the principles discussed in the class.

### **ARTICULATE AN UNDERSTANDING OF THE POETRY OF THE OLD TESTAMENT.**

1. Define poetry.
2. Discuss the importance of imagery in Old Testament poetry.
3. Explain simile and metaphor in Old Testament poetry.
4. Identify common figures of speech in selected passages.
5. Define parallelism as the verse form of most Old Testament poetry.
6. Define lyric poem and understand how to explicate such poems.
7. List six types of lyric poetry found in the Old Testament.
8. Explicate an assigned poem.

### **ARTICULATE AN UNDERSTANDING OF THE PROVERB AS A LITERARY FORM.**

1. Define proverb and give examples from various books of the Old Testament.
2. Discuss the language that proverbs employ.
3. Distinguish between descriptive and prescriptive proverbs.
4. Explain Ecclesiastes use of proverbs as a system of opposites.
5. Describe the structure of the book of Proverbs and understand how best to read this book.

DEMONSTRATE AN UNDERSTANDING OF THE GOSPELS AS A FORM OF LITERATURE

1. Define gospel in a literary sense.
2. Define the term synoptic gospel.
3. Critique the overall literary structure of the gospels.

DEMONSTRATE AN ABILITY TO COMPREHEND THE PARABLES

1. Define parable.
2. Explain the role of an archetype in the parable.
3. Define the parables as allegorical.

RECOGNIZE AND UNDERSTAND THE EPISTLES

1. Define epistle in a literary sense.
2. List and explain the five main parts.
3. Bracket the verses of an epistle.
4. Explain occasional nature.
5. Understand how epistles use literary language.
6. Analyze the language of an assigned epistle.

RECOGNIZE SATIRE IN THE OLD TESTAMENT.

1. Define satire and give examples from the Old Testament.
2. List and understand the four main elements of a satire.
3. Analyze an assigned passage in terms of its satire.

IDENTIFY VISIONARY LITERATURE.

1. Define visionary literature.
2. List three characteristics of visionary literature.
3. Understand how visionary literature combines narrative and poetic forms.
4. Identify visionary characteristics in an assigned passage.

UNDERSTAND THE LITERARY UNITY OF THE OLD TESTAMENT.

1. Describe the stylistic features of the Old Testament that have a unifying effect.
2. Define archetype and give examples from the Old Testament.
3. Define monomyth and draw an illustrative diagram of it.

**NOTE:** The procedures of this course are subject to change in the event of extenuating circumstances. Students will be notified of any changes.