THEO1030 - Introduction to the Bible
Course Outline

<table>
<thead>
<tr>
<th>Course Co-ordinator</th>
<th>Grahame Feletti, PhD</th>
<th>Ph. 0429 455 243</th>
<th>fax 4945 5243</th>
<th><a href="mailto:feletti@hunterlink.net.au">feletti@hunterlink.net.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Lecturer</td>
<td>Ed Parker, PhD</td>
<td>Ph. 4934 7517</td>
<td></td>
<td><a href="mailto:kaloslogos@bigpond.com">kaloslogos@bigpond.com</a></td>
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</tbody>
</table>

Consultation hours (9am-5pm by phone; or 24h by email) Mon-Wed during semester.

Semester | Semester 1 - 2008
Unit Weighting | 10
Teaching Methods | Lecture, Seminar

Brief Course Description

This course introduces students to the Old (OT) and New Testaments (NT), their development and their contexts. Introductions are given to the literary types of the Bible, the specific issues raised by the treatment of the OT and NT as distinct bodies of writings, and the contexts (Judaic, Graeco-Roman and Early Christian) which provided the crucible for their formation.

Further attention is directed towards the ways in which the Bible has been read and interpreted particularly in the modern Higher Criticism. The course provides an introduction to the movements within Higher Criticism and encourages students to develop a critical appreciation of each. Particular attention is given to examining cultural factors in the interpretation of these texts. The presuppositions and prejudices underlying particular critical approaches are examined. Contemporary literary theory and hermeneutics are used to inform the question of where the meaning of the Bible can be located, and to make students aware of the difficulties in claiming objective readings of texts. Students will also examine how literary theory influences contemporary biblical scholarship as well as more recent approaches such as narrative theology and social-scientific criticism.

Students will deal with questions relating to the historical background of individual texts as part of a wider study of the environment of the Bible. They will also examine difficulties relating to the formation of the biblical texts as currently constituted and the formation of the OT and NT canons in all their diversity: it will include examination of the Apocrypha and the Septuagint. Students will note how the formation of various canons also has an impact on their interpretation. This will lead, ultimately, to consideration of the historical and theological issues relating to biblical studies.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008

CTS Download Date: 21jan08
Practical skills are a strong component of the course. Students will be taught how to transliterate and verbalise Biblical Hebrew and Koine Greek to assist their reading of secondary literature. Introductions are given to different textual, linguistic, lexical and interpretative resources available as well as the particular jargon and shadings of argument used in biblical scholarship. Thus a critical approach to reading even classic interpretations should be fostered. These skills are practiced in lecture and colloquy by attending to selected texts which raise specific exegetical questions; these examples illustrate the methods being described.

The course assumes no prior knowledge of the Bible or of the environments which formed it.

The New Revised Standard Version will be the basic text reference for this course: students are recommended to own a copy which includes the Apocrypha.

Contact Hours
Seminar for 1 Hour per Week for the Full Term
Lecture for 2 Hours per Week for the Full Term
3 contact hours per week for 14 weeks through 2 hours lecture, plus 1 hour of seminar based on set-text.
Course commences in Week 1 of Semester.

Learning Materials/Texts

Course Objectives
The aim of the course is to enable students to:
- select and employ appropriate tools used for critical study of the Bible and to interpret and analyse particular texts (eg. specific books of the Bible);
- articulate the shaping influences, both historically and in contemporary settings, of context upon theological issues and key texts of the Bible;
- identify or allow a reading of biblical texts to interpret issues relating to the public arena or world events;
- communicate effectively with colleagues from other disciplines including sociology, psychology and health sciences.
- use suitable tools for ethnic and generational cross cultural understanding which is required in dealing with biblical material
- exegete and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;
- use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.
- develop and meet professional standards and requirements for the handling of biblical material.

Course Content

Lectures
Students will be required to attend two one hour lectures each week. Themes for the lectures will include: an overview and rationale of the Old and New Testaments; relevant history and culture of the times; transliteration, linguistic conventions and academic nuances in studying biblical literature; and strategies for exegesis.

Seminars
Students will be required to attend and contribute to, or lead discussion in a one hour seminar each week. Its topic will be based on the lecture theme(s) and assigned reading will be identified or provided at the start of the course. Written summaries or reflections based on discussions will be part of the assessment regime of the course.
Assessment Items

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>2 x 1500 words (25% each)</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>(15%)</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Seminar leadership (plus write-up), 500 words, (15%)</td>
</tr>
<tr>
<td>Quiz - Class</td>
<td>2 x in-class quizzes (10% each)</td>
</tr>
</tbody>
</table>

Assumed Knowledge

No assumed knowledge. This is an introductory level course.

Callaghan Campus Timetable

THEO1030

Introduction to the Bible

Enquiries: School of Humanities and Social Science

Semester 1 - 2008

Lecture Monday 10:00 - 12:00 [MCG25]

and Seminar Monday 12:00 - 13:00 [MCG25]

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless
the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses:  31 March 2008
For semester 2 courses:  31 August 2008
For Trimester 1 courses: 18 February 2008
For Trimester 2 courses:  9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February  2008
For Trimester 2 Singapore courses: 25 May  2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au
Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus
• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Various services are offered by the University Student Support Unit:  

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards  

Web Address for Rules Governing Postgraduate Academic Awards  

Web Address for Rules Governing Professional Doctorate Awards  

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

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End of CTS Entry
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COURSE RATIONALE

This is a foundational course in Biblical Studies. It will introduce students to the breadth of biblical literature and teach exegetical skills by introducing Old and New Testaments, including the Apocrypha. Special emphasis will be given to selected passages from both the Old Testament and the New Testament literature.

This course does not seek to provide the student with a ready-made theology. Rather, the aim is to facilitate the growth of critical thinking about Biblical traditions. (Three Abrahamic faiths are indicated within this literature: Jewish, Christian and Muslim.) The basic approach will be to study the primary source documents in the light of the vast scholarly literature that has accumulated.

The central rationale of the curriculum is to give students opportunities to understand the breadth of Biblical studies and, where relevant, to locate their own theological positions and understandings within a diversity of critical and theological positions. It thus allows students to develop their own critical and theological stance, aware of their own strengths and shortcomings.
The course offers core introductory skills for the necessary tasks of comparing, contrasting and evaluating key themes in Biblical studies; and will require students to begin to apply methodologies and approaches to their own reading and interpretation.

The seminar/tutorial programme will encourage students to engage critically with a diverse number of interpretative positions, to develop their own critical skills, and identify their own presuppositions and prejudices. The focus on examining the books of the Bible as products of their own particular context will also encourage students to examine whether their own reading of the text ignores questions which are not obvious from their own context (e.g. are there other concerns than ours?). It should thus broaden students’ horizons and enquiries.

**Class Timetable for Semester**

Classes will meet for a period of fourteen weeks, commencing Monday 18th February and finishing on June 2nd, with a mid-semester break from Friday 12th April to Sunday 27th April. The course is roughly divided into a 7-week introduction to Old Testament segment before mid-semester, and a 7-week introduction to New Testament segment after the break. Several common themes are pursued in both segments and the final week aims to integrate and reflect on the course as a whole.

**Preparation for lectures and seminars**

It is expected that the student will have read the assigned readings for each week’s seminar, and will attend all lectures and seminars.

Course lecturers will assist students in recognising the appropriate reference books and journals in theology. Several sources of excellent information in summary form are found in good quality Bible dictionaries such as *Interpreter’s* (5 volumes) and *Anchor* (6 volumes). [These two major dictionaries adopt quite different approaches.]

**Student Assessment**

Students are required to submit all written assignments in electronic form via Turnitin on the course Blackboard, as well as a hard copy. The hard copy may be handed in during the class session, or to the Student Hub. Students can expect to receive feedback on the written assignments and seminar task. Assessment is based on the stated course learning objectives (as indicated for each assignment), in keeping with the University’s policy (http://www.newcastle.edu.au/policylibrary/000779.html).

**Detailed nature of Summative Assessment**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description of Topic</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>1500 words – see OT topics below</td>
<td>25%</td>
<td>March 28</td>
</tr>
<tr>
<td>Essay 2</td>
<td>1500 words – see NT topics below</td>
<td>25%</td>
<td>May 23</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>See notes below</td>
<td>15%</td>
<td>June 2</td>
</tr>
<tr>
<td>Seminar leadership</td>
<td>Seminar leadership task (see notes and topics list below); plus 500 word write-up</td>
<td>15%</td>
<td>June 2</td>
</tr>
<tr>
<td>Quiz 1 – in class</td>
<td>5 short answer questions (100 words each)</td>
<td>10%</td>
<td>April 7</td>
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<tr>
<td>Quiz 2 – in class</td>
<td>5 short answer questions (100 words each)</td>
<td>10%</td>
<td>June 2</td>
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Class Quizzes
The two short quizzes (75 mins. duration on April 7 and June 2) are to check students’ progressive growth in understanding and applying what they have learnt during the semester. Each will involve a selection of (5) short answer questions (100 words each) relating to topics discussed in seminars in the previous five weeks - accentuating the importance of attending and participating in class.

Essays
The two essays are of equal weight (25%), and must be in by 5pm on the due dates. Note the Friday submission dates for each essay. These two essays are sequenced during the semester to give students timely feedback on their progress, which will be based on a standard report form using grading criteria. This form is available in the Assessment section of the course Blackboard.

Students should note. 1500 words may seem quite constricting, but this course emphasises skills in writing balanced, insightful, succinct essays. These need to be set out in appropriate academic style, with adequate footnoting and bibliographic detail. For this first year course, a bibliographic list of 5-6 significant references is expected. The 1500 word count does not include footnotes, bibliography or appendices.

Students are encouraged to use the conventions for citations and abbreviations found in the SBL Handbook of Style. An extract (pp. 64-7) will be made available to students in class and/or online via Blackboard for this course.

Essay 1 (OT) topic, due for submission by 5pm on Friday, March 28

In 1500 words, answer either 1, 2, or 3 below.

1) There are three Abrahamic faiths (Jewish, Christian and Muslim). Discuss how the Old Testament has influenced each of these three faiths.

or

2) Exegete one of the following passages:
   Isaiah 5:1-7
   Isaiah 6:1-13
   Micah 6:1-8

or

3) How was the Old Testament used in the New Testament? Is a Christian reading of the Old Testament legitimate?

Essay 2 (NT) topic, due for submission by 5 pm on Friday, May 23.


Seminar Leadership

Each student will present one 40 minute seminar, based on one of the class’s set readings. The lecturer in consultation with the class will assign persons and dates for this presentation. (If there are more than the 12 set readings required, the lecturer will provide additional readings.) The 40 minutes is divided into two periods, each of 20 minutes. The first half is an oral presentation by the student presenter, and the second half is a guided discussion with the student group, led by the same presenter.

In the first (didactic/teaching) half, the student presenter is expected to demonstrate a grasp of the relevant information, insight as to the significance of this information with regard to biblical studies,
and creativity in the way it is dealt with. In the first class, and/or on the course Blackboard, students will be shown the higher academic skills required for each grade level (using Biggs’ SOLO taxonomy), since this approach will be used to grade their performance in this course.

Before starting the presentation the student will give the lecturer a 500 word, typed document (A4 and double spaced) outlining what the student intends to present. It can be set out in abbreviated form. [Name, student number, date and set reading title are necessary]. The following criteria are part of the evaluation process:
1/ A clear presentation of the major issues.
2/ Several critical questions and evaluations leading into a participatory discussion (second half).
3/ Skills in leading the forty minute process will contribute to the grade achieved.

Method of presentation is important, but content is significant – the student can use power point but it should be as an adjunct not an all-consuming distraction. If power point is not used, the student can use the white board, or alternatively a single A4 uncluttered typed sheet with basic directions and maybe some questions for consideration (one good copy to be given to each class participant). The set readings are available electronically on the Short Loans website

Group/Tutorial Participation

Each student is required to participate in the seminars, and this will also be assessed in terms of preparation. This effort should take no more than one hour of work per week (compared with the preparation needed by the student leading the seminar - who will need to study the set reading more closely and think about how best to promote, focus and summarise the group discussion).

Each student in the rest of the group (ie. non-preseters) for that week will need to prepare by:
1/ Reading the set text (approx. 25 to 30 mins.), and then on half an A4 page, along with their name, number, date and set reading title,
2/ Write two questions that arise from their cursory reading for that week; and below that
3/ In 50 words or less, state why they think those questions are appropriate and significant. This written task must be handed in before the seminar session begins. It is too late to submit it during or after the seminar.
4/ Each student must submit seven of these short papers (2 questions plus critical comment) during the semester. Each paper is worth 2 marks, and if all seven are completed successfully 1 bonus point brings the total to 15.

TOPICS AND SET READINGS for Lectures and Seminars in THEO1030

Helpful texts:

Old Testament/

New Testament/

Old Testament themes (Weeks 1-7)

(Note The set readings are not always tied to the immediate discussion in class, they move through the Old Testament and then the New Testament. In real time because these set readings will be used in the Seminar leadership and Tutorial participation they will be focused by each student when they present. In reality this will mean that the different time sequences of the class and of the seminars will serve to reinforce each other.)
**Week 1 (February 18)**
General introduction to the course and setting the tone academically

**Week 2 (February 25)**
Beginnings are Important
- Different ways of reading Genesis 1:1
- Different ways of translating the bible, e.g. dynamic, formal and paraphrase (looking at NRSV, Jerusalem and Smith and Goodspeed)
- Examining some of the outcomes and implications

What do texts tell us?
- The two creation accounts, Genesis 1:1-2:4a & 2:4b-3:24
- Oral traditions and a stylized approach
- History, salvation history, story, etc. (Is history ever objective?)
- Myth-breaking texts and affirming texts

**OT First Readings:**


**Week 3 (March 3)**
Text foundations and presuppositions
- The Pentateuch, a strong foundation
- General structure of each book: Genesis, Exodus, Leviticus, Numbers, Deuteronomy
- Announcements of Plot in the book of Genesis

Looking a little closer
- Exodus theology
- Exodus 20:1-17
- The book of Leviticus

**OT Second Reading:**

**Week 4 (March 10)**
The Great Revision
- Deuteronomy: a controlling hand in Joshua to 2 Kings
- Israel and Judah, king lists
- Have you played inside the circle? The revision constrictions (relegated like Omri)

Some Party Politics, what did caucus say?
- Deuteronomy 12 and Jerusalem
- 2 Samuel 7 and David
- Sinai traditions

**OT Third Readings:**

**Week 5 (March 17)**

I cannot see: Is there a prophet to show the way?
- What is a prophet? Do they predict? Distorted views!
- The canonical development of the Old Testament, a fingernail sketch
- The former and the latter prophets
- The major and the minor prophets
- The prophetic call in Jeremiah 1 and Isaiah 6: have you been trained in the protocols?

Wrestling with the prophets
- Micah 6:1-8
- The confessions of Jeremiah
- What do you see? A real prophet or a stereotype? (characterization: fully fledged, stereotypical or mere agent?)

OT Fourth Reading:

**Week 6 (March 24)**

**Easter week holidays. No classes, but...** Essay 1 is due in March 28.

**Week 7 (Mar 31)**

How to be wise? Do the wisdom traditions help (is there a magic bullet?)
- The wisdom texts in the Old Testament including the apocrypha (canonical and deutocanonical – a handy device or ducking for cover?)
- The use of poetry and the Hebrew patterns of poetic structure
- The book of Psalms and Davidic skills (When a simple preposition changes the picture!)

Can criticism ever be helpful? Does the word always mean bad things?
- Hebrew textual issues and the manuscripts
- The Dead Sea Scrolls, what a find!
- The Septuagint, bad text or great insight?
- The Masoretes and working with vowels – what about the consonants?
- The Targums
- The wide ranging translation traditions

OT Fifth Reading:

**Week 8 (April 7)**

Apocalypse Now!!??
- The Genre: Apocalypse
- Apocalypticism, a social world
- Apocalyptic Eschatology versus Classical Prophecy
- General characteristics of “historical” and other worldly apocalypses
- 200 BCE to 200CE: a window of opportunity or just a coincidence?

Weird characters, nightmares or good dreams?
- The book of Daniel
- The court tales (Daniel 1-6, Joseph, Esther and Ahikar)
- The prophecies, the Maccabees and today
- Daniel 7-12
• Writing in Hebrew and Aramaic (Daniel: Hebrew>Aramaic>Hebrew) Just being smart, or is it part of the clue?

OT Sixth Readings:


### New Testament themes (Weeks 9-13)

**Week 9 (April 28)**
Who? What? When and Where? History and Culture of Palestine to NT Times

- Historical Introduction
- 2nd Temple Judaism
- Judaic Parties
- Graeco-Roman Philosophical Schools
- Graeco-Roman Religion (Olympian Cults, Mystery Religions, Imperial Cult)

“Don’t Force It; use a Bigger Hammer”: On Using the Right Tools- Critical Study of the NT

- Text Criticism
- Source Criticism
- Form Criticism
- Redaction criticism
- Canonical Criticism
- Structuralism
- Narrative Theology
- Socio-scientific Criticism

NT Seventh Reading:

**Week 10 (May 5)**
The Gospel Truth

- What is a Gospel?
- Ancient Historiography
- Aretalogy
- The Graeco-Roman Novel
- Dating the Gospels & The Synoptic Problem
  1. 2 Source Hypothesis
  2. The Problem of Q
  3. Griesbach Hypothesis
  5. Johannine Priority

Private Correspondence, Circular Letters or Junk Mail? Writing to the Early Church

- What is an Epistle?
- Letter forms in the NT
  1. Particularity; 2. Catholicity
- Letters in the Ancient World
- Pseudepigraphy
- Hands on with NT texts

NT Eighth Reading:

**Week 11 (May 12)**

First Aids for NT Study
- A Strategy for Exegetes
- Library Materials
- On-line Resources
- Presuppositions, Prejudices and Publishers
- The New Testament and its time of writing compared to the canonical order
- Are some sections of the New Testament more important than others?
- Are theologians limited to the OT and NT or does church history have significance?

NT Ninth Reading:

**Week 12 (May 19)**

It’s All Greek to me: Greek for NT Study
- Alphabet
- Breathings
- Transliteration
- Vocalisation

Would the Real Jesus please stand up (1)?
- Teaching
  1. Kingdom of God
  2. Parables and their Interpretation
  3. Hands on NT texts – in class working with text

NT Tenth Reading:

Jesus and the New Testament
- Titles
  1. Messiah/Christ
  2. Rabbi/Teacher
  3. Son of David
  4. Son of God
  5. Son of Man

Would the Real Jesus please stand up?
- Miracles
  1. Types of miracles
  2. The problem of interpreting miracles
  3. The significance of miracles

- Meals
  1. The Miraculous Meals
  2. Meals with others
  3. Last Supper
NT Eleventh Readings:


Week 13 (May 26)
Blinded by the Light? - Paul of Tarsus
- Biography
- The Pauline Corpus: Issues of Systematics
- Reckless Innovator or Bearer of a Legacy?

And Now for Something Completely Different- John and the Beloved Disciple
- The identity of John
- The Johannine writings
- The community of the Beloved Disciple?
- Historicity of John’s Gospel

NT Twelfth Reading:

Week 14 (June 2)
Class Quiz 2. Conclusion and student evaluation of the course

Bibliography

Old Testament segment


**New Testament segment**


http://www.nd.edu/~jneyrey1/symbolic.html

Neyrey articles online at http://www.nd.edu/~jneyrey1/articles.html


### Semester Weeks, Dates, Lecture Topics and Assignments Due for THEO1030

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Events</th>
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<tbody>
<tr>
<td>1</td>
<td>February 18</td>
<td>Introduction to course, topics &amp; assessment</td>
</tr>
<tr>
<td>2</td>
<td>February 25</td>
<td>OT: Beginnings are important/ What do texts tell us?</td>
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<tr>
<td>3</td>
<td>March 3</td>
<td>OT: Text foundations and presuppositions/ Looking a little closer</td>
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<td>4</td>
<td>March 10</td>
<td>OT: The great revision/ Party politics</td>
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<td>5</td>
<td>March 17</td>
<td>OT: Prophets show the way/ Wrestling with the prophets</td>
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<td><strong>Easter Recess: Friday 21 March – Tue 25 March</strong></td>
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<tr>
<td>6</td>
<td>March 24</td>
<td>No classes this week, but… <em>Assignment 1 due Mar 28</em></td>
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<tr>
<td>7</td>
<td>March 31</td>
<td>OT: Wisdom traditions/ Criticism</td>
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<tr>
<td>8</td>
<td>April 7</td>
<td>OT: Apocalypse now? Weird characters, nightmares or dreams.</td>
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<td><em>Class Quiz 1</em></td>
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<td><strong>Mid-semester</strong></td>
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<td><strong>Recess/Anzac Day: Mon 14 – Fri 25 April</strong></td>
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<tr>
<td>9</td>
<td>Apr 28</td>
<td>NT: History &amp; Culture of Palestine to NT times /Tools for Critical Study of the NT</td>
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<td>10</td>
<td>May 5</td>
<td>NT: The Gospel Truth/ Private Correspondence</td>
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<td>11</td>
<td>May 12</td>
<td>NT: First Aids for NT study</td>
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<td>12</td>
<td>May 19</td>
<td>Greek for NT Study/ Jesus and the New Testament, <em>Assignment 2 due May 23</em></td>
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<tr>
<td>13</td>
<td>May 26</td>
<td>Paul of Tarsus / The Johannine writings.</td>
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<tr>
<td>14</td>
<td>Jun 2</td>
<td>Course Evaluation <em>Class Quiz 2</em></td>
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Important Additional Information

WRITTEN ASSIGNMENT PRESENTATION AND SUBMISSION DETAILS

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

HARD COPY SUBMISSION:

- **Type your assignments**: All should be typewritten unless this is impossible for the student. Type in 11 or 12 point black font. Leave a wide margin for marker’s comments. Use 1.5 or double spacing. Include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work**: Spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together. Do not use pins or paper clips. Do not use plastic covers.
- **University Assessment Item Coversheet**: All assignments must be submitted with the University coversheet stapled to the front. The coversheet is available at: http://www.newcastle.edu.au/study/forms/
- **Essays should be submitted at any Student Hub**. Hubs are located at:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Seminar Leadership Reports should be submitted at tutorials**. They should have a coversheet, but need not be date-stamped.
- **Do not fax or email assignments**: Only hard copies of assignments or those submitted via Turnitin on the course Blackboard will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

ONLINE SUBMISSION OF ASSIGNMENTS TO TURNITIN

In addition to hard copy submission, students are required to submit an electronic version of essay assignments to Turnitin via the course Blackboard website:

When you have finished your essay, go into the THEO1030 Blackboard Course, click on the ‘Assignments’ button in the sidebar, and click on the ‘Essay’ assignment.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

PENALTIES FOR LATE ASSIGNMENTS

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part
day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

SPECIAL CIRCUMSTANCES

If you require an extension, or special consideration, for any assessment item worth more than 20%, you must apply through the online Special Circumstances System. For THEO1030, this applies to the essays.

To apply, go here:

For information about applying, see:
http://www.newcastle.edu.au/study/enrolment/SpecialCircumstancesChecklist20070402.doc

For Special Considerations policy information, see ‘Special Circumstances Affecting Assessment Items - Procedure 000641’:

If you require an extension or special consideration for any smaller assessment item (worth 20% or less), speak to the Course Lecturer in person or by email.

NO ASSIGNMENT RE-SUBMISSION

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Lecturer to receive individual feedback on their assignments.

RE-MARKS & MODERATIONS

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.
A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

RETURN OF ASSIGNMENTS

For THEO1030, students will be able to collect their marked Essays and Quizzes from a nominated Student Hub during office hours. Students will be informed during classes which Hub to go to, and the earliest dates that assignments will be available for collection. Students must present their own student identification cards to collect their assignments. Marked Seminar Leadership Reports will be returned to students in seminars. All marks will be entered in the Blackboard Gradebook for THEO1030, for students to check their marks for themselves.


PREFERRED REFERENCING STYLE

Your Essay and Seminar Leadership Report must include referencing where appropriate to all the sources you have used in your essay. This includes sources from which you have gathered any information that is deeper than an obvious general-knowledge type of information. It includes sources for any quotations you use, and sources of any theological understandings, interpretations or arguments that you make use of.

Whichever style you use for your references and bibliography, you must do it correctly and consistently. Inadequate or incorrect referencing to the work of others may be viewed as plagiarism, and may result in reduced marks or failure.

Further information on referencing and general study skills can be obtained from: Infoskills: www.newcastle.edu.au/services/library/tutorials/infoskills/index.html
## GRADING GUIDE

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<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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## STUDENT REPRESENTATIVES

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.


## STUDENT COMMUNICATION

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

## ESSENTIAL ONLINE INFORMATION FOR STUDENTS

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)