

Updated Program Sheet
B.S. Christian Service and Formation

~~BIBL 458~~ BIBO 458 - The Synoptic Gospels

~~BIBL 461 - The Corinthian Letters~~ BIBO 364 - The Pauline Message

~~BIBL 453~~ BIBO 453 - Wisdom Lit of the OT

BIBL 458, BIBL 461, and BIBL 453 are courses listed in the original degree plan and shared with main campus, but they were accidentally left off of the course calendar/council approval when the degree was launched. Therefore, none of them have yet been created.

458 and 453 need an "O" number, and I am seeking to replace 461 with BIBO 364, which would be shared with BIBL 364 in the course catalog.

Eric Gumm
3:19 PM (38 minutes ago)
to me (Tiffany Dahlman)

In this situation, you are good to use the BIBO versions for these three courses - BIBO 458; BIBO 364; BIBO 453. Let me know if you need any other information at this point.

In His Service,
Eric

Dr. Eric Gumm
Registrar and Director of the First-Year Program and Academic Development Center
Abilene Christian University
ACU Box 29104
Abilene, TX 79699-9104

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Degree Plan(s): Christian Service & Formation

The following revisions will be made to the CSF program:

~~BIBL 458~~ BIBO 458 - The Synoptic Gospels

~~BIBL 461 - The Corinthian Letters~~ BIBO 364 - The Pauline Message

~~BIBL 453~~ BIBO 453 - Wisdom Lit of the OT

Highlight the item that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair


Tiffany Dahlman (Sep 16, 2021 08:37 EDT)

Sep 16, 2021

Tiffany Dahlman

Date

Dean(s)


Nannette W. Glenn, Ph.D. (Sep 16, 2021 17:53 CDT)

Sep 16, 2021

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date

Application for a New Course v10.7

see pg. 2

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID (Subject and Number)	BIBO 453
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Tiffany Dahlman or contracted SME
2	Course Instructor	Tiffany Dahlman or contracted adjunct
3	Course Title	The Devotional and Wisdom Literature of the Old Testament
4	Course Abbreviation for Banner if title is more than 30 characters	Wisdom Lit of the Old Testament
5	College	College of Graduate and Professional Studies
6	Department or School	Undergraduate
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	<i>(add response - use same number as response to 7 unless under lead/facilitator model)</i>
15	Grade Mode	☒ Standard __Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	An exegesis of Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Sophomore standing; BIBL 101 and BIBL 102 (or BIBL 103); BIBL 211. May be used to satisfy Bible University Requirements.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No __Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	__No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	__No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	__No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Fall 1 2022
24	Is this course required for a degree/s?	__No __Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.

		It is one of 4 required course options.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	

II. Curriculum

- A. Explain the effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

The course gives the students more than one option to fulfill their BIBO requirement.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The course was a part of the original degree program, but was accidentally left off of the course carousel and council approval list. This course, along with the other two BIBO courses accidentally left off, offers the students a variety of courses on biblical content which is necessary to graduate students who minister within the biblical paradigm. This particular course teaches the students about Biblical Wisdom, and its principles will equip them to navigate the complexities of ministry in the modern era.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The intended audience for this course is students in the B.S. Christian Service and Formation degree plan, but it should also be an elective option for other ACU Dallas students. Basic Old Testament content and study skills related to exegesis and hermeneutics are expected, sufficiently covered in Gen Ed Bible BIBO 211.

2. State the overarching course goal(s) in performance terms.

This course is an advanced undergraduate study of ancient Israel's wisdom (Job, Proverbs, Ecclesiastes) and devotional literature (Psalms) with a brief attention to the Song of Songs.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will demonstrate a working knowledge of the contents of Psalms to Song of Songs.	Discussions and assignments
2	Students will demonstrate a good understanding of the theological messages presented by these texts and the significance of these messages for Christian life and the church.	Discussions and assignments
3	Students will have basic training in the interpretation of Hebrew poetry in the Psalter.	Discussions and assignments
4	Students will gain a foundation for further study and teaching from this section of scripture.	Discussions and assignments
5		

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

- full publication information; label **Undergraduate**.
- full publication information; label **Graduate**.

TBD by the SME; however the following is representative example:

Lucas, Ernest. *Exploring the Old Testament: The Psalms and Wisdom Literature*. London: SPCK, 2003.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-

	semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

Abilene Christian University

DEVOTIONAL AND WISDOM LITERATURE

BIBL 453.01

FALL 2021

INSTRUCTOR: Kilnam Cha, Ph.D.

Office: BSB 223

Office Hours: 2:00-3:00 PM (MWF) and 1:30-2:30 PM (T&T) or by appointments

Phone: (325) 674-3758 (Office), (503) 956-6041(Cell)

E-mail: kilnam.cha@acu.edu

MISSION: The mission of ACU is to educate students for Christian service and leadership throughout the world. The broad mission of the Department of Bible, Missions, and Ministry is to provide Biblical training, Christian spiritual formation, and a Christian world-view for every student in the university.

COURSE DESCRIPTION AND OBJECTIVES:

This course is an advanced undergraduate study of ancient Israel's wisdom (Job, Proverbs, Ecclesiastes) and devotional literature (Psalms) with a brief attention to the Song of Songs.

1. Students will demonstrate a working knowledge of the contents of Psalms to Song of Songs.
 - Measurement – Quizzes, exams, and discussions
2. Students will demonstrate a good understanding of the theological messages presented by these texts and the significance of these messages for Christian life and the church.
 - Measurement – Quizzes, exams, and discussions
3. Students will have basic training in the interpretation of Hebrew poetry in the Psalter.
 - Measurement – Devotional, Annotated Bibliography, and Psalms paper
4. Students will gain a foundation for further study and teaching from this section of scripture.
 - Measurement – Exams and a research paper

TEXTBOOKS

- *Holy Bible*. NIV or NRSV preferred but not required. NIV will be used on exams.
- Lucas, Ernest. *Exploring the Old Testament: The Psalms and Wisdom Literature*. London: SPCK, 2003.

FACE COVERING POLICY

In an effort to keep all members of our community safe, this course has received university approval to require all students to wear face coverings over their mouth and nose, regardless of vaccination status. Students who refuse to comply with this course requirement may be referred to the Dean of Students.

COURSE REQUIREMENTS

ATTENDANCE & PARTICIPATION (10% of the semester grade)

- The course will include both lecture and discussion. All students are expected to attend every class and actively participate in class lecture and discussions. Three elements will be factored in calculating this grade: 1) **Attendance**; 2) **Participation in class discussions**; and 3) **Exam grades**.
 - Some students may be quiet in class but are actively engaged in learning the material well, and that will usually be reflected in good exam grades. That is why the Exam grades are included in calculating this grade. However, you are still expected to verbally engage and positively contribute to class discussion if you want a good grade.
- The quality of the course depends to a great extent on the work that goes into assignments. Informed class participation is essential for all the participants. This participation includes both discussion of the assigned readings and leading discussions on a psalm the participant chooses. It also includes actively hearing what others have to say. While you may not receive a letter grade on class participation for each session, it will affect the overall A&P grade.
- After two unexcused absences, each unexcused absence will result in a deduction of a letter grade. **More than 6 absences (both excused and unexcused combined) will result in failure for the semester.**
- There are no excused absences without a written note from a doctor or Student Life regarding a serious family or medical emergency (e.g. requiring hospitalization) or from university staff in case of a university-sponsored function, such as sports.
- Habitual tardiness and leaving classroom during lecture will lower class attendance and participation points significantly.

WHO AM I? (5% of the semester grade)

- Write about yourself in a 500-word, double-spaced essay. The purpose of this essay is to introduce you to me as effectively as possible. How you do it is open to your creativity, but I expect an honest, thoughtful self-reflection.
- Upload it to Canvas before coming to class on **August 26**.

CANVAS DISCUSSIONS (10% of the semester grade)

- To foster learning outside of the classroom supported by mobile devices. You will be engaged in online discussions with each other within our section as well as with the instructor. Some discussions will be in class and/or group assignments. Do note that what you share on Canvas will *not* be available for public access beyond ACU, and what we share with each other in our class will *not* be available for other professors and students to read. 2 lowest grades will be dropped, and no make-ups allowed.
- Each discussion prompt done outside class will guide students' reading for the following session in that the responses should help you get ready for daily quizzes and prepare you for class.

QUIZZES (20% of the semester grade)

- There will be 17 quizzes, each worth 10 points, over reading assignments.

- Quizzes will be administered outside class, so complete them before coming to class. One lowest quiz grade will be dropped, and the quizzes cannot be made up if you miss them.
- You must download Respondus Lockdown Browser to take the quizzes on Canvas. Follow the instruction on Canvas under Modules to download it.
- The purposes of the daily quizzes and Canvas discussions are fivefold:
 - Keep you an active learner in the class in that you are to learn the most basic information by reading the assigned biblical text and textbooks for each day;
 - Reward those of you who are active learners;
 - Reinforce the learning of key concepts and ideas multiple times;
 - More evenly distribute points and learning requirements across the course so as to avoid pinning your entire grade and memory on a major exam;
 - And finally prepare you for the major exams.

EXAMS (30% of the semester grade)

- 3 exams (100 points each) including the final (Exam 3) will be administered throughout the semester.
- Exams cannot be made up, **except in the case of substantiated emergencies**; only three categories apply: illness, family emergency, and authorized university business, such as sporting events. These must be approved via physician's note, Student Life, or the Provost's Office, respectively.
 - Exam 1 covers Psalms.
 - This exam will consist of multiple choice, short answers, and essay questions. This may be the hardest exam out of all, so study hard for it.
 - Exam 2 covers Proverbs.
 - To get ready for this exam, be familiar with the text of Proverbs and the principles of interpreting Proverbs that will be discussed during the semester.
 - The whole text of Proverbs may be provided for you to employ the principles of interpreting a given topic of Proverbs.
 - Exam 3 covers Job, Ecclesiastes, and Song of Songs.
 - This exam will consist of multiple-choice questions, short answers, and essay questions.

PSALMS DEVOTIONAL & RESEARCH PAPER (20% of the semester grade)

1. PSALM DEVOTIONAL (40 points)

- a. Each student is required to lead a devotional on a psalm of his/her choice.
- b. Every class from the third week and on will begin with a devotional led by a student.
- c. The length of the devotional will be 10 minutes (± 1 minute without any deduction).
- d. Your devotional should include the following.
 - i. Prayer (either in the beginning or at the end);
 - ii. Interpretation of your psalm focusing on its genre, characteristics, plot, etc;

- iii. Your psalm's place/function in the Psalter, in other words, its interpretation in the Psalter;
 - 1. This will help you to avoid privatization of psalmic piety;
 - 2. Instead, this interpretation of your psalm in the context Psalter will help you to be part of the rich interpretive tradition of the Psalter; and
- iv. Its theological message or relevance for us today
- e. Make your psalm selection by **September 2**.

2. PSALM BIBLIOGRAPHY (20 points)

- a. A good research begins with a strong bibliography. It is worth 2 quiz grades, implying that I expect you to spend a lengthy time to build a strong bibliography, so take your time to build an excellent one!
- b. Your bibliography should include the following (10 academic sources).
 - i. 5 academic (i.e., peer-reviewed) journal articles
 - 1. Do not google or use online sources that are free, such as BibleGateway.com or Biblehub.com. Instead, use ACU library link to locate academic sources.
 - 2. Take your time to find excellent articles that you can actually use for your paper. EBSCOhost usually provides a synopsis of articles, so read them first to find out whether or not you can use them for your paper.
 - 3. Provide a link to the articles you will use so that I can check them out quickly.
 - ii. 3 recent commentaries that reflect the current Psalms studies (usually published after 1994)
 - 1. Do not choose the first one that pops on the screen just because it is the easiest to find. Sources you may find on Blue Light Bible, for example, do not qualify as an academic source.
 - 2. No online sources for this category will be accepted. Use hard copies in our library.
 - iii. 2 other academic resources on the Psalter
- c. The Psalms Bibliography on Canvas includes some examples of leading articles, commentaries, and monographs on the Psalter. It will also show you how to cite your sources.
- d. **Due Date: September 14**

3. ANNOTATED BIBLIOGRAPHY (100 points)

- a. The purpose of this assignment is manifold:
 - i. Its primary function is to guide your research step by step so that the task of doing the research and writing a paper can be more manageable
 - ii. To ensure the quality of your research and paper.
 - iii. It is also designed to avoid cramming to write the paper the night before and plagiarizing.

- b. The content of the AB
 - i. A brief summary of the source's key points in one paragraph (150 words for each summary)
 - 1. Write the summary in your own words. Do not cut and paste what is available online, especially what EBSCOhost's abstract, without actually reading the source – this information is usually so general in that it will may not talk about what the article/book says about your psalm in specific ways I require for this assignment. Turnitin will wave a red flag on you and me if you cut and paste the information available online, not to mention that such a summary may not help you in writing the paper. In case of "cut and paste," you will receive a 0 for that assignment.
 - 2. Instead, write down what each source says about your psalm specifically. If a number of your sources talk about the same thing, don't repeat the same thing in your summaries. Instead, write down from each source what you will use from that source in your paper.
 - 3. The key word to be mindful of is "Details, details, and details." That is, be specific.
 - ii. An analysis of what you think the source would add to your understanding of the research question if you were to write a researched paper using the source (about 100 words).
 - iii. A sample annotation is posted on Canvas.
- c. **Due date: November 4**

4. **PAPER** (100 points)

- a. Those students who want to receive an A for the semester are required to write a paper over a psalm from the list of the psalms provided below. In other words, this is an optional assignment for those students who want to earn a A in the course. For other students only the first 3 assignments (the devotional, the psalm bibliography, and the annotated bibliography) are required.
- b. Choose a psalm you will be working on by **September 2**.
- c. The complete research paper is due on **December 2**.
- d. The length of the paper should be 10 pages, double-spaced, with footnotes.
- e. Your paper should include the genre of the psalm, its theological teaching, and how it functions in different levels of context (Book and the Psalter).
 - i. Imagine your audience as fellow students who have not taken this course before. They would probably have no idea about how Psalms studies is done these days. You can impress them with your knowledge of the current canonical, literary approach to the Psalter you will have learned by the time you write your paper.
 - ii. Begin with a brief history of Psalms interpretation to enlighten the fellow students.

- iii. This section will show me of your comprehension of the history of Psalms interpretation.
- f. Your paper should include a bibliography page. This page does not count toward the 10-page parameters for your paper. The bibliography should consist of at least 10 sources including the following: *The Psalms* (William H. Bellinger, Jr. and Walter Brueggemann), *Psalms 2* and *Psalms 3* (Frank-Lothar Hosefeld and Erich Zenger), *Psalms* (James L. Mays), “Psalms” in *NIB* (J. Clinton McCaan), *Psalms*, vol. 1 (G. H. Wilson), *Psalms, Volume 2* (W. Dennis Tucker, Jr.), and 3 volume WBC commentary on the Psalter (These are available in the Stanley Reading Room in the Library). You may include one or two more commentaries or monographs. The rest of the bibliography should be articles from reputable theological journals (A list of these journals will be provided later).
- g. Due to the nature of our class schedule, late papers will be heavily penalized. Also, it is important to follow the directions provided if you want to receive an A for your paper.
- h. List of psalms to choose from: Pss. 3-7, 9-12, 14-18, 20-21, 24-32, 34-48, 50, 52-59, 61-72, 74-83, 85-95, 97-99, 101-123, 125-136, 138-149.

ORAL INTERPRETATION & REFLECTION PAPERS (5% of the semester grade)

- Each student is required to produce three audio/video files that show his/her oral interpretation of the select Psalms and Ecclesiastes.
 - This assignment includes two parts – a recording of your reading of the selected text (Psalms and Ecclesiastes) and a reflection for each.
 - Before producing the video/audio file, read the text at least a couple of times to help you understand the text and be empathetic to the author. Only then read the text – I want you to do it so well as if you are “performing” it in front of a big audience.
 - Then write down your experience of reading the text. What have you learned before, during, and after the reading? What happens when you pray psalms or Ecclesiastes?
- Lament Psalms (10 points)
 - A recoding of your oral interpretation (performance) of Psalms 22 and 88
 - Your reflection on reading these Psalms
 - After reading these lament psalms, write a 200-word reflection paper about their theological messages and how your experience of the oral interpretation has helped or changed your understanding of them.
 - This reflection is the same as Discussion 5.
 - Due date: **September 14**
- Imprecatory Psalms (10 points)
 - A recoding of your oral interpretation (performance) of Psalms 8 and 100
 - Your reflection on reading these Psalms (200 words) – Discussion 6
 - Due date: **September 16**
- Praise Psalms
 - A recoding of your oral interpretation (performance) of Psalms 8 and 100

- Your reflection on reading these Psalms (200 words) – Discussion 7
- Due date: **September 21**
- Ecclesiastes (30 points)
 - Use Canvas to produce a video file of reading the entire book of Ecclesiastes.
 - After producing a video file, write a 300-word reflection paper about its theological message and how your experience of the oral interpretation has helped or changed your understanding of Ecclesiastes - Discussion 16.
 - Due date: **November 18**

COURSE POLICIES

- **Violations of academic integrity** and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office website (<http://www.acu.edu/campusoffices/provost>) and the following offices: Provost, college deans, dean of campus, director of student judicial affairs, director of residential life education and academic departments.
- **Plagiarism** is a form of cheating and will be dealt with as explained above in the policy on Academic Honesty. Plagiarism occurs whenever a person offers someone else's writing, research or ideas as their own.
- You are responsible for update and announcements placed on Blackboard. PowerPoint slides will be posted online following each session.
- **Americans with Disabilities Act:** If you have a diagnosed disability, please notify **Alpha Academic Services** (674-2750) before or immediately after your first scheduled class meeting. After your disability has been verified, I will work with you and **Alpha Academic Services** to provide reasonable accommodations to ensure that you have a fair opportunity to perform in the course.
- **Anti-harassment policy:** As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

BIBL 453.01 COURSE OUTLINE AND SCHEDULE

* Photocopies of the reading assignments that are not from the textbook can be found on Canvas under the Modules.

Week 1

DATE	SUBJECT	ASSIGNMENTS
Aug 24	Introduction to the Course	Syllabus Quiz
Aug 26	Introduction to the Psalter	Self-Reflection Essay: "Who Am I?"; *Walter Brueggemann, "The Counter-World of the Psalms"; *G. H. Wilson, "Psalms and Psalter: Paradigm for Biblical Theology"; D1 & Quiz 1

Week 2

Aug 31	Israel in the Context of the Ancient Near East (ANE)	*N. Gottwald, "Early Israel as an Anti-Imperial Community"; *Jon D. Berquist, "Resistance and Accommodation in the Persian Empire"; Discussion 2 and Quiz 2
Sept 2	Israel in the Context of the Ancient Near East (ANE)	*Erich Zenger, "The God of Israel's Reign over the World (Psalms 90-106); *Dennis Tucker, "Empires and Enemies in Book V of the Psalter"; Discussion 3 and Quiz 3 Psalms Presentation Selection Due

Week 3

Sept 7	Interpreting the Psalms	*J. Clinton McCann, Jr., "The Shape and Shaping of the Psalter: Psalms in Their Literary Context" and "The Shape of Book I of the Psalter and the Shape of Human Happiness"; *S. J. Murphy, "Is the Psalter a Book with a Single Message?"; D4 and Quiz 4
Sept 9	Interpreting the Psalms	*William H. Bellinger Jr., "Lessons from the Past"; Ernest Lucas, 19-34; Discussion 6 and Quiz 6

Week 4

Sept 14	Psalms of Lament	*Walter Brueggemann, "The Formfulness of Grief" and "The Costly Loss of Lament"; Discussion 5, Quiz 5, and Oral Interpretation 1 (Pss. 22 and 88) Psalms Presentation Begins & Psalm Bibliography Due
Sept 16	Psalms of Imprecation	*Walter Brueggemann, <i>Praying the Psalms</i> ; *Erich Zenger, <i>A God of Vengeance</i> ; Discussion 7, Quiz 7, and Oral Interpretation 2 (Pss 109 and 137)

Week 5

Sept 21	Psalms of Praise	*Patrick D. Miller, "In Praise and Thanksgiving"; *Terence Fretheim, "Nature's Praise of God in the Psalms"; Discussion 8 and Quiz 8; Oral Interpretation 3 (Psalms 8, 100, & 148)
Sept 23	Royal Psalms	*Gerald H. Wilson, "The Use of the Royal Psalms at the 'Seams' of the Hebrew Psalter"; *Norman Gottwald, "Kingship in the Book of Psalms"; Discussion 9 and Quiz 9

Week 6

Sept 28	Psalms as Torah	*James L. Mays, "The Place of the Torah-Psalms in the Psalter"; *Gordon Wenham, "The Concept of the Law in the Psalter"; Discussion 10 and Quiz 10
Sept 30	Theology of the Psalter	*Walter Brueggemann, "Doxological Abandonment" and "The Enthronement Psalms"; *Dennis Tucker, "Democratization and the Language of the Poor in Psalms 2-89"; D 11 and Quiz 11

Week 7

Oct 5	Theology of the Psalter	*Johannes Bremer, "The Theology of the Poor in the Psalter"; Lucas, 52-64, "Theology in the Psalms"; Discussion 12; and Quiz 12
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Oct 7	EXAM 1	
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Week 8

Oct 12	Introduction to Wisdom Literature and Proverbs	Lucas, 79-114 Discussion 13 and Quiz 13
Oct 14	Principles of Interpreting Proverbs	*Tremper Longman, 47-58, 117-130 Discussion 14 and Quiz 14

Week 9

Oct 19	The Proverbs of Solomon son of David, king of Israel	Proverbs 1:1-9:18
Oct 21	The Proverbs of Solomon & the Words of the Wise	Proverbs 10:1-24:22

Week 10

Oct 26	Other Proverbs of Solomon, Agur, and Lemuel	Proverbs 24:23-31:31
Oct 28	EXAM 2	

Week 11

Nov 2	Introduction to Job; The Testing of Job and Job's Response	Lucas, 117-142 (Q15) Job 1:1-3:26 (D15)
Nov 4	First Round of Speeches of Job and His Friends	Job 4:1-14:12 Annotated Bibliography Due

Week 12

Nov 9	2 nd & 3 rd Round of Speeches of Job and His Friends	Job 15:1-27:23
Nov 11	A Poem concerning Wisdom, Job's Final Speech & Elihu's Speech	Job 28:1-37:24

Week 13

Nov 16	Yahweh's Speeches to Job & the Epilogue	Job 38:1-42:17
Nov 18	Introduction to Ecclesiastes Ecclesiastes 1:1-4:16	Ecclesiastes 1:1-4:16 Oral Interpretation 4; Discussion 16

Week 14

Nov 23	Ecclesiastes 5:1-8:17	Lucas, 145-171; Ecclesiastes 5:1-8:17; Quiz 16
Nov 25	Thanksgiving Break	No class

Week 15

Nov 30	Ecclesiastes 9:1-12:14	Ecclesiastes 9:1-12:14
Dec 2	Song of Songs	Songs 1:1-8:14 and Lucas, 175-199 (Quiz17) Psalm Paper Due

Dec 10	FINAL EXAM	Friday at 10:00-11:45 AM
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BIBO 453: The Devotional and Wisdom Literature of the Old Testament

2021 Section BIBO 453 3 Credits 07/10/2020 to 10/14/2020 Modified 09/01/2021

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

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- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

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The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Bachelor of Science in Christian Service and Formation is to provide students with necessary knowledge, capacities, and experiences to better understand their roles in an increasingly complex and religiously pluralistic world while being rooted in spiritual disciplines, rhythms and practices that will form and sustain a life grounded in Christ.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

An exegesis of Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon.

Program and Student Learning Outcomes

	Student Learning Outcome	Measurement
1	Students will demonstrate a working knowledge of the contents of Psalms to Song of Songs.	Discussions and assignments
2	Students will demonstrate a good understanding of the theological messages presented by these texts and the significance of these messages for Christian life and the church.	Discussions and assignments
3	Students will have basic training in the interpretation of Hebrew poetry in the Psalter.	Discussions and assignments
4	Students will gain a foundation for further study and teaching from this section of scripture.	Discussions and assignments

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life

experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through TimelyMD. All of your options are available for review by clicking on the link to ACU's [policy](#).

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
89.5% - 100%	A
79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 15, 2021
TO: Tiffany Dahlman
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for BIBL 453 – Wisdom Lit of the Old Testament

After reviewing the course description, the library is able to support the proposed course. Please contact Craig Churchill (churchillc@acu.edu), Theological Librarian, if additional library resources are needed to support the proposed course.

**ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS**

M E M O R A N D U M

DATE: September 3, 2021

TO: Tiffany Dahlman, Program Director for Christian Service and Formation

FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions &
Academic Services

RE: Course Application for BIBO 453: The Devotional and Wisdom Literature of the
Old Testament

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: BIBO 453

Create the course and cross-list with BIBL 453.

Highlight the item that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair


[Tiffany Dahlman \(Sep 16, 2021 08:37 EDT\)](#)

Sep 16, 2021

Tiffany Dahlman

Date

Dean(s)


[Nannette W. Glenn, Ph.D. \(Sep 16, 2021 17:53 CDT\)](#)

Sep 16, 2021

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date

Application for a New Course v10.7

see pg. 2

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID (Subject and Number)	BIBO 458
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Tiffany Dahlman or contracted SME
2	Course Instructor	Tiffany Dahlman or contracted adjunct
3	Course Title	The Synoptic Gospels
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Graduate and Professional Studies
6	Department or School	Undergraduate
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard __Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	A detailed study of one of the synoptic gospels, either Matthew, Mark, or Luke.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisite: Sophomore standing; BIBL 101 and BIBL 102 (or BIBL 103); BIBL 211. Majors only in the spring and non-majors in the fall. This course may be repeated with different content, upon approval of the department chair. May be used to satisfy Bible University Requirements.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No __Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	__No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	__No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	__No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Fall 1 2022
24	Is this course required for a degree/s?	__No

		☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course. <i>It is one of possible 4 that are required.</i>
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	

II. Curriculum

- A. Explain the effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

The course gives the students more than one option to fulfill their BIBO requirement.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The course was a part of the original degree program, but was accidentally left off of the course carousel and council approval list. The course, along with the other two BIBO courses accidentally left off, offer the students a variety of courses on biblical content which is necessary to graduate students who minister within the biblical paradigm. This particular course teaches the students about Jesus within the narrative of the Gospels, which expounds upon the very brief and cursory BIBO 101 or BIBO 103 Gen Ed course they took. Any student graduating from our institution with a degree in ministry needs at least a full term studying Jesus and the Gospels.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The intended audience for this course is students in the B.S. Christian Service and Formation degree plan, but it should also be an elective option for other ACU Dallas students. Basic Gospel content and study skills related to exegesis and hermeneutics are expected, sufficiently covered in Gen Ed Bible BIBO 101, 102, and 103.

2. State the overarching course goal(s) in performance terms.

The students will study in-depth one or more of the Synoptic Gospels. The students will interpret the Gospels through narrative and theological interpretation with attention to historical context and literary features as important aids to better understanding the Gospel. The students will be able to compare how the synoptics work in relationship to each other and how each is unique. Ultimately, the students will deeply understand Jesus and the community of his disciples as well as explore the significance of the Gospels for disciples of Jesus in contemporary contexts.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will understand the shape, contents, and major themes of one or more Synoptic Gospels.	Discussions and assignments
2	Students will refine skills of close reading and interpreting the Gospels, integrating attention to historical context, literary features, and theological concerns.	Discussion and assignments
3	Students will integrate their understanding of the synoptic gospels with present-day situations, personal experience, and sense of Christian vocation.	Discussion and assignments
4		
5		

3. Text and Resources

TBD by the SME.

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

- full publication information; label **Undergraduate**.
- full publication information; label **Graduate**.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

BIBO 458: The Synoptic Gospels

2021 Section BIBO 458 3 Credits 07/10/2020 to 10/14/2020 Modified 09/01/2021

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The mission of the Bachelor of Science in Christian Service and Formation is to provide students with necessary knowledge, capacities, and experiences to better understand their roles in an increasingly complex and religiously pluralistic world while being rooted in spiritual disciplines, rhythms and practices that will form and sustain a life grounded in Christ.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

A detailed study of one of the synoptic gospels, either Matthew, Mark, or Luke.

Program and Student Learning Outcomes

Student Learning Outcome	Measurement
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1	Students will understand the shape, contents, and major themes of one or more Synoptic Gospels.	Discussions and assignments
2	Students will refine skills of close reading and interpreting the Gospels, integrating attention to historical context, literary features, and theological concerns.	Discussion and assignments
3	Students will integrate their understanding of the synoptic gospels with present-day situations, personal experience, and sense of Christian vocation.	Discussion and assignments

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY)
(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through TimelyMD. All of your options are available for review by clicking on the link to ACU's [policy](#).

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
89.5% - 100%	A
79.5% to <89.5%	B

69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)



Abilene Christian University
The Synoptic Gospels: Luke

BIBL 458.01

Tuesday and Thursday, 3:00-4:20,
Bible Building Rm 121

Dr. Amanda Jo Pittman
Assistant Professor
Bible, Missions, and Ministry

Office: Biblical Studies Building #239

Telephone: 325-674-3704

E-mail: amanda.j.pittman@acu.edu

Office Hours: Via Zoom on Mon
and Wed 1-3; Tues 10-1

PURPOSE AND AUDIENCE

This course is an in-depth study of one of the synoptic gospels; the Fall 2021 semester will focus on the Gospel of Luke. The course will focus on narrative and theological interpretation of the Gospel, with attention to historical context and literary features as important aids to better understanding the Gospel. The relationship of Luke's Gospel to the other synoptic Gospels will be considered, as well as the distinctive contribution of Luke's narrative to our understanding of Jesus and the community of his disciples. Students in the course will also be invited to explore the significance of Luke's gospel for disciples of Jesus in contemporary contexts.

COURSE DESCRIPTION

BIBL 458 is a detailed study on one of the synoptic gospels, either Matthew, Mark, or Luke.

Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103)

COURSE OBJECTIVES

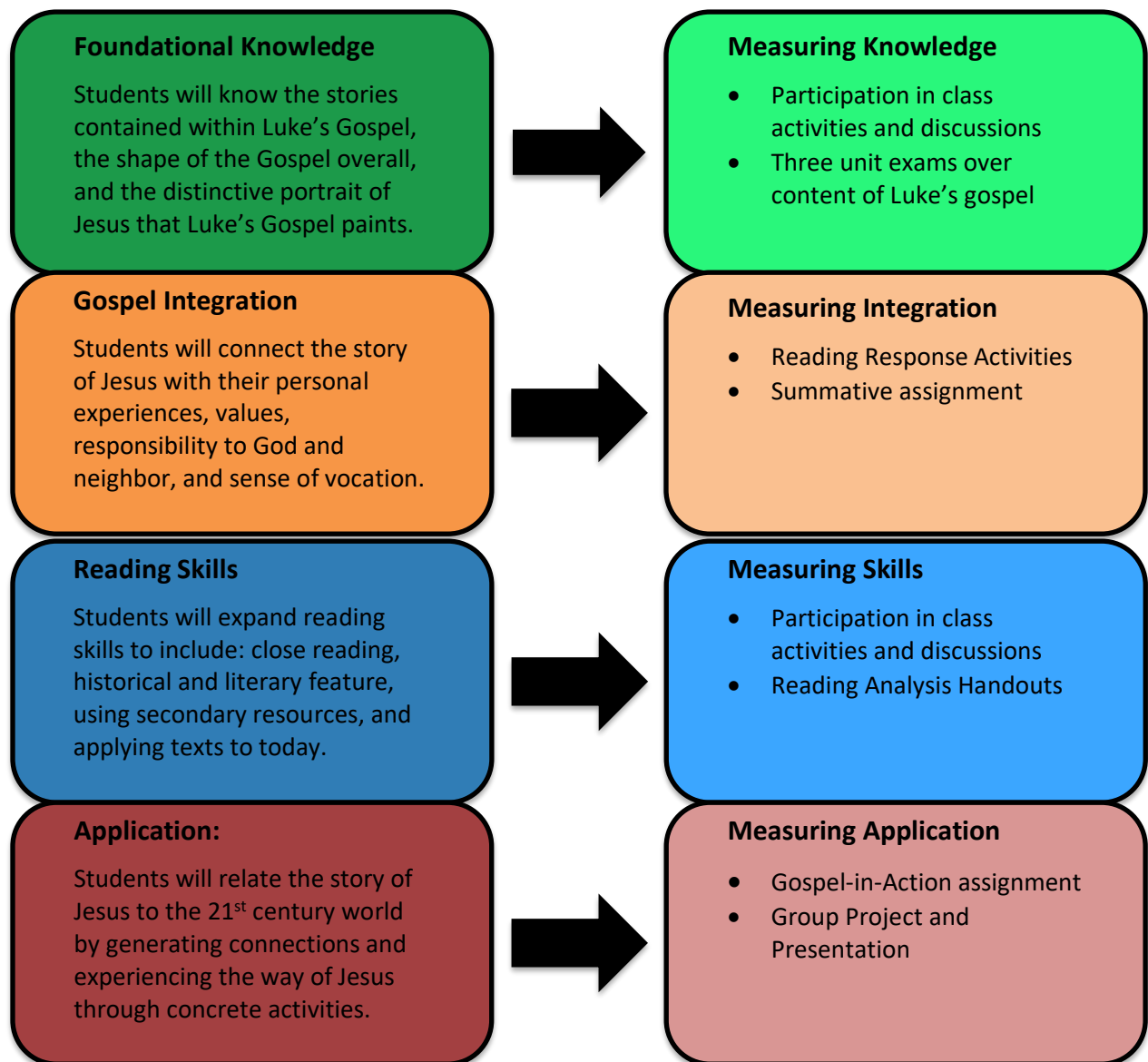
1. Students will understand the shape, contents, and major themes of Luke's gospel.
2. Students will refine skills of reading and interpreting the Gospels, integrating attention to historical context, literary features, and theological concerns.
3. Students will integrate their understanding of Luke's gospel with present-day situations, personal experience, and sense of Christian vocation.

Image: Station eight "Jesus Meets the Daughters of Jerusalem" from the stations of the cross series for St. Thomas Hanwell Church in the UK. Painted by John Pelling - <http://thomashanwell.org.uk/building/stations-of-the-cross/>

REQUIRED TEXTS

- Bible: any recent translation in **hard copy**; Dr. Pittman will be using the New Revised Standard Version (NRSV), which is available in the bookstore, but not required.
- Other readings as assigned—available on Canvas

COMPETENCIES AND MEASUREMENTS



CLASS FORMAT

BIBM 439.M1 will meet every Tuesday and Thursday for active and interactive learning related to the subject matter of this course – the story of Jesus as told to us in Luke’s Gospel. Each class session will combine reading activities, group discussion, short generative lectures, and a variety of activities, so come having completed the reading and ready to engage! We will also make use of alternative locations around campus, depending on the needs of the day; any changes to location will be communicated on the course schedule on Canvas and by email 24-48 hours beforehand.

This fall, as with previous semesters during the pandemic, communication, conscientiousness, care for others, and flexibility are key. **Under no circumstances should you come to class if you are sick.** In the event that you are sick, you should email me so that we can plan accordingly. If you have symptoms consistent with COVID-19, have tested positive for COVID-19, or have a known exposure to someone who has COVID-19, you should complete the [COVID 19 Notification Form](#) available on myACU. I will happily work to make sure that any students with excused absences due to illness have access to course materials. In the event that any member of the class needs to quarantine or self-isolate, I will work directly with that student to make a plan that will serve both their health and their learning.

If the pandemic is teaching us anything, it’s to expect the unexpected! As the semester goes on, it may be necessary to make changes to this course schedule or other parts of the syllabus. I will minimize those changes as much as possible, and I will communicate regularly when any necessary adjustments are made. A commitment to care for one another, to communicate about needs and concerns, and to be flexible will be particularly important. I am committed to your well-being and your success in this course, and I would ask that you extend me the same grace as we make our way through the semester together. I am always available to you by phone, email, and Zoom chat to support you in whatever way you need, academic or otherwise. I also pray for you regularly, and hope you will use the places provided on Canvas to share specific prayer requests with me.

Dr. Pittman

MASK POLICY

In an effort to keep all members of our community safe, this course has received university approval to require all students to wear face coverings over their mouth and nose, regardless of vaccination status. Students who refuse to comply with this course requirement may be referred to the Dean of Students

BREAKDOWN OF COURSE ASSIGNMENTS

Foundational Knowledge: Unit Exams (25% of grade)

Unit exams will cover the content of the gospel and related topics covered in class; exams will be formatted as multiple choice, true/false, and matching questions. Exams will be completed in person unless circumstances require accommodation.

Unit Exam 1—	Unit Exam 2—	Unit Exam 3—
• 30 questions over chapters 1-8	• 30 questions over chapters 9-16 • 10 questions over chapters 1-8	• 30 questions over chapters 17-24 • 10 questions over chapters 9-16 • 10 questions over chapters 1-8
30 questions total 6% of total grade	40 questions total 8% of total grade	50 questions total 11% of total grade

Reading Skills: Class Participation and Reading Analysis Handouts (25% of total grade)

Class Engagement – 5%

Participation in class takes a variety of forms and builds the skills and knowledge necessary for success on all major assignments. Participation will be measured in these ways –

- 1) Active engagement during in-class learning activities— polls or surveys, small and large discussions, individual reflection assignments, worksheets, games, etc.
- 2) Peer evaluations by members of your group for the group project.

Reading Analysis Handouts – 20% of grade

Over the course of the semester, students will submit three reading analysis handouts out of the nine opportunities provided. Each handout contains prompting questions that will lead you

through historical, literary, and theological analysis of your passage. Students should download and complete these handouts in Microsoft Word, and then upload the completed handout prior to the start of class on the day it is due. Students who have completed the handout for that day will be invited to contribute their insights during class.

Integration: Reading Responses and Personal Integration Essay – 20%

Reading Response Assignments – 10%

By **12pm (noon)** on the day of each class meeting, students will complete a reading response activity posted for them on Canvas. Reading activities will vary, but will include the following:

- Annotating (actively commenting on) readings using Perusall.com
- Reflective journal assignments
- Brief reading analysis exercises

Summative Assignment– 10%

At the final exam class period, each student will 1) submit a short final, summative essay that thoroughly and thoughtfully responds to the prompt provided on Canvas, 2) will bring an artifact of some kind that represents what they have learned in this semester's engagement with Luke's gospel, and 3) will present their artifact to the class in a 2-3 minute prepared presentation. A full description will be provided on Canvas.

Note: This essay must be submitted IN PERSON and in hard copy on during the final exam period assigned by the Provost's office. Per the Provost's policy, the final exam or final assignment cannot be submitted early. Students should make travel/holiday plans accordingly.

Application: Gospel-in-Action Assignment and Group Project (30% of total grade)

Gospel-in-Action Project – 15%

The Gospel-in-Action projects engage students in a semester-long exploration of one of these major themes in Luke's Gospel: hospitality, wealth/possessions, or prayer. Each project consists of 1) Regular activity throughout the semester, logged at three "checkpoints"; 2) three online discussions about your participation in that activity with others who completed it, and 3) a final, longer online discussion board entry in which you articulate summative reflections on the Lukan theme and your experiences with it. Students will select their project track during the first week of class; see Canvas for details.

The Gospel of Luke Today: Group Project – 15% of grade

Groups of 4-5 students will collaborate across the semester in order to design a learning experience for college students (weekend retreat, camp session, small group study, etc.) that will deeply, biblically, and practically invite them to explore the implications of a Lukan theme

for Christian discipleship. During the last week of classes, each group will 1) give a 20 minute presentation to the class that includes involving their peers in one of the activities they have designed and 2) submit their written assignment following the instructions on Canvas.

Summary of Course Assignments:

Three Unit Exams – 25% (6%, 8%, and 11%)	Reading Analysis Handouts – 20%
Gospel in Action Project – 15%	Reading Reflection Journal – 10%
Group Project – 15%	Summative Assignment – 10%
Class Participation – 5%	

Course Grading Scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; <60 = F

COURSE POLICIES AND PROCEDURES

Course Engagement Policy

Getting the full value of the course requires consistent engagement, which entails your active, prepared, and engaged participation in every class session as well as consistent attendance. I honor reasonable requests for excused absences, so please communicate with me—with everything going on, grace abounds! **Do not, under any circumstances, come to class if you are sick.** Instead, email me to let me know. Students who will have absences for university sponsored events should submit the form provided by the event organizers in advance of the trip. Significant unexcused absences or failure to engage in the course materials may be cause for removal from the class with a failing grade.

These are not ordinary times, and the semester may bring some new and particular challenges, in addition to the other kinds of difficulties that can always arise. Students grappling with issues of any kind that make it difficult to attend class or complete assignments are strongly encouraged to notify me early on, so that we can make a plan for your wellness and success. Students are also encouraged to contact the SOAR office, which offers wide-ranging support for students (academic, financial, physical and mental health related, etc). The SOAR office can be reached at acu.edu/soar, 325-674-2036, and a soar@acu.edu; also, see the link on Canvas.

Technology Use During In-Person Classes

The course is designed to help foster skills in close reading of the Bible, understanding of its content, and personal engagement with the Gospel. Given the nature of the class and its goals, *mobile devices and computers will be permitted only at the discretion of the professor for the purpose of specific activities*. Each student should 1) bring a computer and/or a mobile device to each class session, in order to complete those class activities that require it, and 2) be prepared to put that technology away at the professor's instruction.

This policy includes access to the Bible – students should bring a hard copy Bible to class, as a physical Bible is better suited for the kinds of reading and work the course entails. This technology policy is in keeping with recent research about the most effective means of learning in a college classroom. Students interested in reading more of the research can check out the following articles:

[Divided Attention Reduces Exam Scores](#)

[The Pen is Mightier than the Keyboard](#)

[Laptop Use Hinders Learning for Self and Peers](#)

I recognize, however, there are a variety of cases in which temporary or consistent use of a mobile device/computer is necessary for student success. For that reason, students who would like to use technology during class are welcome to apply for that access; I will gladly consider those applications on a case-by-case basis. To apply, simply send an e-mail to amanda.j.pittman@acu.edu that provides a clear and compelling rationale for your use of a computer or mobile device to support your learning in BIBL 458. I will review these applications individually and notify each applicant by e-mail. If approved, we will work together to craft a tech use agreement that supports your learning while minimizing the distracting effect that technology can have on both you and your peers.

Make Up Work, Missed Assessments, and Late Work

Students who are absent from class for any reason should take initiative to make up the work by getting notes from their peers, reviewing the material and assigned reading, and addressing any questions about the material to Dr. Pittman. Work that is late without a documented reason will be penalized the equivalent of a letter grade per each class period past the due date, and work that is more than two weeks late will not be accepted. Here again – grace abounds if you are sick or are facing extenuating circumstances.

On that note – each student can request one extension on any Gospel-in-Action or Reading Analysis handout with no questions asked. Students simply need to request the extension more than 36 hours before the due date.

The privilege of making up a unit exam applies only for excused absences, with rare exceptions. Exams missed due to unexcused absences receive a zero. Make-up exams are given on Thursdays 3-5 p.m. Bible Building room 127. **NOTE: Final exams cannot be rescheduled without permission from the Provost's Office.**

Communication with the Professor

Students are welcome to contact me outside of class in all of the ways listed on the first page (ie: email, phone, Zoom meeting during office hours). I check e-mail only at designated times during the work week; while you may not receive a response immediately, you should receive one within 24 hours. I do not accept social media requests from current students.

Classroom Conduct

Due to the mask policy, students cannot eat in the classroom; drinks are allowed.

All students should follow the *dress code* outlined in the Student Handbook or be asked to remedy the situation. Student life employees can address questions about what is appropriate.

Respect for self, classmates, and professor is expected at all times. Those who participate in disruptive behavior of any kind will have one warning before their behavior is addressed in a personal conference with the professor and an appropriate course of action is determined.

UNIVERSITY POLICIES

Alpha Scholars Program

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The [Alpha Scholars Program](#) facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars office directly at (325) 674-2667.

Academic Integrity Policy

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Anti-Harassment Policy

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (**e.g., Title VI, VII, and IX**). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected.

Our [Anti-Harassment Policy](#) outlines specific definitions and procedures related to **discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence**. If you experience harassment in any of these forms, we encourage you to [report it](#) so that we can help maintain a work and academic environment free of unlawful harassment.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Intellectual Property and Recording Policy

The classroom is a place where we ask questions, test ideas, and explore sensitive topics. Sometimes in a debate, a student or instructor may take an unusual or extreme position in order to test a hypothesis. You should not assume that any statement made in the course of a conversation is that person's only and final thought on a topic. If you are troubled by a position that someone takes in class, please go to that person and discuss your concerns.

The classroom—whether physical or virtual—is a private space, where all members of the class have a reasonable expectation of privacy as we work through ideas and issues. As a member of this class, you must respect the privacy of all other members of the class by not sharing any recording of class conversation without the express, written consent of each person seen or heard in the recording.

Students are not permitted to record a class by any means without **prior**, express authorization from the course instructor. The instructor may permit a student to record a class session

- for the personal use of the student,
- for the benefit of another student who is unavoidably absent, or
- as part of an accommodation for a student with a disability.

Permission given by an instructor to record a class is limited to permission to record for personal use only. The same policy applies to course recordings provided by the professor on an as-needed basis – these recordings are for personal use only. It is **never** permissible to copy, email, file-share, sell, Web-serve, or otherwise distribute such recordings without the express, written consent of all participants in the recording. Course materials prepared by the instructor (including Power Point presentations, study guides, and handouts), together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Sharing part or all of any course recordings provided by the professor without the express written consent of the professor as well as everyone else in the recording is a violation of the academic integrity policy ([see here](#)) and will be handled in accordance with the procedures and penalties outlined in that policy.

COURSE SCHEDULE

Date	Topic	Assignment
Aug 24 th	Introduction to the Course	Review the course Canvas site, policies, and requirements
Aug 26 th	The Introduction to Luke's Story	- <u>Read</u> Gonzalez, 1-13. - <u>Complete</u> Reading Response by 12pm - Sign-up for Reading Analysis Handouts and Gospel-in-Action project during class
Aug 31 st	A Savior is Born to You	- <u>Read</u> Luke 1:5-2:52 and Crowder, 160-163 - <u>Complete</u> Reading Response by 12pm
Sept 2 nd	The Identity of the Christ	- <u>Read</u> Luke 3:1-22; Sanders essay - <u>Complete</u> Reading Response by 12pm - <u>Submit Reading Analysis 1A</u>
Sept 7 th	Jesus' Ministry Begins	- <u>Read</u> Luke 3:23-4:30; McCauley, Ch. 4 - <u>Complete</u> Reading Response by 12pm - <u>Submit Reading Analysis 1B</u>
Sept 9 th	Early Ministry in Galilee	- <u>Read</u> Luke 4:31-6:11; Green, <i>Conversion</i>, 105-119 - <u>Complete</u> Reading Response by 12pm

Sept 14 th	Discipleship: The Sermon on the Plain	- <u>Read</u> Luke 6:12-7:35; "Blessing and Woe" in <i>Dictionary of Jesus and the Gospels</i>. - <u>Complete</u> Reading Response by 12pm - <u>Submit Reading Analysis 1C</u>
Sept 16 th	Illuminating Encounters with Jesus	- <u>Read</u> Luke 7:36-8:56; Gonzalez, 69-72 - <u>Complete</u> Reading Response by 12pm - <u>Submit Gospel-in-Action Checkpoint 1</u>
Sept 21 st	Unit exam 1	Bring scantron and pencil
Sept 23 rd	New Questions about Jesus	- <u>Read</u> Luke 9:1-50; Green 101-121 - <u>Complete</u> Reading Response by 12pm
Date	Topic	Assignment
Sept 28 th	Turning to Jerusalem	- <u>Read</u> Luke 9:51-10:42; Hudson, "Mary and Martha" - <u>Complete</u> Reading Response by 12pm - <u>Submit Reading Analysis 2A</u>
Sept 30 th	Prayers and Woes	- <u>Read</u> 11:1-54 - <u>Complete</u> Reading Response by 12pm
Oct 5 th	Possessions and Preparation	- <u>Read</u> Luke 12:1-59; Resseguie 101-114; - <u>Complete</u> Reading Response by 12pm - <u>Submit Reading Analysis 2B</u>
Oct 7 th	Hospitality in the Ministry of Jesus	- <u>Read</u> Luke 13:1-14:35 - <u>Complete</u> Reading Response by 12pm
Oct 12 th	Lost and Found	- <u>Read</u> Luke 15:1-32; Powell, pgs 11-27 - <u>Complete</u> Reading Response by 12pm
Oct 14 th	Parables for Disciples	- <u>Read</u> Luke 16:1-17:19; Ukpong, 189-210 - <u>Complete</u> Reading Response by 12pm - <u>Submit Reading Analysis 2C</u> - <u>Submit Gospel-in-Action Checkpoint 2</u>

Oct 19 th	Unit exam 2	Bring scantron and pencil
Oct 21 st	When is the Kingdom?	- <u>Read</u> Luke 17:20-18:14 - <u>Complete</u> Reading Response by 12pm
Oct 26 th	Whose is the Kingdom?	- <u>Read</u> Luke 18:15-19:10; Hays, Ch. 4 - <u>Complete</u> Reading Response by 12pm
Oct 28 th	Jesus Enters Jerusalem	- <u>Read</u> Luke 19:11-48; Gonzalez, 36-39 - <u>Complete</u> Reading Response by 12pm
Nov 2 nd	Teaching in the Temple Courts	- <u>Read</u> Luke 20:1-21:38 - <u>Complete</u> Reading Response by 12pm
Date	Topic	Assignment
Nov 4 th	The Feast of Unleavened Bread	- <u>Read</u> Luke 22:1-72 - <u>Complete</u> Reading Response by 12pm - <u>Complete</u> Reading Analysis 3A
Nov 9 th	The Trial and the Crucifixion	- <u>Read</u> Luke 23:1-56 - <u>Complete</u> Reading Response by 12pm - <u>Complete</u> Reading Analysis 3B - <u>Gospel-in-Action Checkpoint 3</u>
Nov 11 th	The Lord is Risen	- <u>Read</u> Luke 24:1-53 - <u>Complete</u> Reading Response by 12pm - <u>Complete</u> Reading Analysis 3C
Nov 16 th	Jesus according to Luke	- <u>Read</u> Ringe, 67-79. - <u>Complete</u> Reading Response by 12pm
Nov 18 th	Unit exam 3	Bring scantron and pencil
Nov 23 rd	Group Project Work Day	Summative Gospel-in-Action Post Due on Canvas by 5pm

Nov 25 th	<i>No Classes Due to Thanksgiving Holiday</i>	
Nov 30 th	Group Presentations	Groups 1, 2, and 3 Projects Due
Dec 2 nd	Group Presentations	Groups 4 and 5 Projects Due
Dec 7 th	Final Exam Period, 12-1:45	Summative Assignment Due

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 15, 2021
TO: Tiffany Dahlman
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for BIBL 458 – The Synoptic Gospels

After reviewing the course description, the library is able to support the proposed course. Please contact Craig Churchill (churchillc@acu.edu), Theological Librarian, if additional library resources are needed to support the proposed course.

**ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS**

M E M O R A N D U M

DATE: September 3, 2021

TO: Tiffany Dahlman, Program Director for Christian Service and Formation

FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions &
Academic Services

RE: Course Application for BIBO 458: The Synoptic Gospels

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: BIBO 458

Create the course and cross-list with BIBL 458.

Highlight the item that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair


Tiffany Dahlman (Sep 16, 2021 08:37 EDT)

Sep 16, 2021

Tiffany Dahlman

Date

Dean(s)


Nannette W. Glenn, Ph.D. (Sep 16, 2021 17:53 CDT)

Sep 16, 2021

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date

Application for a New Course v10.7

see pg. 2

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID (Subject and Number)	BIBO 364
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Tiffany Dahlman or contracted SME
2	Course Instructor	Tiffany Dahlman or contracted adjunct
3	Course Title	Pauline Mission and Message
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Graduate and Professional Studies
6	Department or School	Undergraduate
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	<i>(add response - use same number as response to 7 unless under lead/facilitator model)</i>
15	Grade Mode	☒ Standard __Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	Surveys the life and writings of one of the most important and influential leaders of the early church. It explores the cultural context of Paul's work and writings as well as the concepts expressed in his letters.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisite: BIBL 101 and BIBL 102 (or BIBL 103); BIBL 211. May be used to satisfy Bible University Requirements.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No __Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	__No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	__No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	__No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Fall 2, 2022
24	Is this course required for a degree/s?	__No

		☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course. It is one of 4 required course options.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

The course gives the students more than one option to fulfill their BIBO requirement. Originally, BIBL 461 -The Corinthian Letters was listed as the fourth option for the one advanced Bible course students in the B.S. Christian Service and Formation were to take. This applications seeks to replaced BIBL 461 with BIBO 364-The Pauline Mission and Message.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

A fourth BIBL option was a part of the original degree program but was accidentally left off of the course carousel and council approval list. This course, along with the other two BIBO courses accidentally left off, offers the students a variety of courses on biblical content which is necessary to graduate students who minister within the biblical paradigm. BIBO 364 is a better choice than the original BIBL 461 because with 363 the students are exposed to all of the Pauline corpus rather than merely his letters to one church. The students in the degree program are only required to take one advanced Bible course; therefore, theoretically, ACU Dallas could graduate ministers for whom the only Bible books they have studied in depth are Paul's two letters to one church. Considering the unique and culturally foreign situation in Corinth, this could potentially malform ministers instead of forming them for ministry in our

time. This application proposes changing this requirement to a course that encompasses the fullness of the Pauline corpus so that the students are required, at minimum, to have deep exposure with a greater portion of the Bible than Corinthians alone.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The intended audience for this course is students in the B.S. Christian Service and Formation degree plan, but it should also be an elective option for other ACU Dallas students. Basic New Testament content and study skills related to exegesis and hermeneutics are expected, sufficiently covered in Gen Ed Bible BIBO 101, 102, and 103.

2. State the overarching course goal(s) in performance terms.

The goal of this course is to acquaint students with the life and thought of the most influential leader of the early Christian church in order to benefit from his mission and message for living as Christians today.

This course surveys the life and writings of Paul the apostle. It does so in relationship to the political, social and religious history that forms the context for understanding Paul, as well as a consideration of the theology expressed in his letters. It will also look at Paul's continuing impact upon the Christian church after him.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	That the student will be able to locate Paul in his religious and cultural settings.	Discussion and Assignments
2	That the student will be able to locate Paul in his religious and cultural settings.	Discussion and Assignments
3	That the student will be able to locate Paul in his religious and cultural settings.	Discussion and Assignments
4	That the student will be able to locate Paul in his religious and cultural settings.	Discussion and Assignments
5		

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

TBD by the SME; however, the following are representative of type:

1. Hauerwas, S. and W.H. Willimon, *Resident Aliens*, expanded edition (Nashville: Abingdon, 2014).
2. Thompson, James W. *Pastoral Ministry according to Paul* (Grand Rapids: Baker, 2006).
3. Wright, N.T. *What Saint Paul Really Said* (Grand Rapids: Eerdmans, 1997).

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

BIBO 364: Pauline Mission and Message

2021 Section BIBO 364 3 Credits 07/10/2020 to 10/14/2020 Modified 09/01/2021

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Bachelor of Science in Christian Service and Formation is to provide students with necessary knowledge, capacities, and experiences to better understand their roles in an increasingly complex and religiously pluralistic world while being rooted in spiritual disciplines, rhythms and practices that will form and sustain a life grounded in Christ.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

Surveys the life and writings of one of the most important and influential leaders of the early church. It explores the cultural context of Paul's work and writings as well as the concepts expressed in his letters.

Program and Student Learning Outcomes

Student Learning Outcome	Measurement
--------------------------	-------------

1	That the student will be able to locate Paul in his religious and cultural settings.	Discussion and Assignments
2	That the student will be able to locate Paul in his religious and cultural settings.	Discussion and Assignments
3	That the student will be able to locate Paul in his religious and cultural settings.	Discussion and Assignments
4	That the student will be able to locate Paul in his religious and cultural settings.	Discussion and Assignments

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through TimelyMD. All of your options are available for review by clicking on the link to ACU's [policy](#).

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
89.5% - 100%	A

79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

Pauline Mission and Message
BIBL 364.01 - Spring 2018
Abilene Christian University

Course Description

The goal of this course is to acquaint students with the life and thought of the most influential leader of the early Christian church in order to benefit from his mission and message for living as Christians today.

This course surveys the life and writings of Paul the apostle. It does so in relationship to the political, social and religious history that forms the context for understanding Paul, as well as a consideration of the theology expressed in his letters. We will also look at Paul's continuing impact upon the Christian church after him.

Since this is a course for both Bible majors and non-majors, the only prerequisite is that the student has completed freshman and sophomore Bible courses. In an upper-division course we assume and encourage class participation based upon reading preparations. The class will be of most interest, (*and* grades of best quality), if you make every effort to stay current in the reading assignments

Required Textbooks

1. Bible. (*While no specific edition is required, a **print** Bible is necessary. Always bring to class.)
2. Hauerwas, S. and W.H. Willimon, *Resident Aliens*, expanded edition (Nashville: Abingdon, 2014).
3. Thompson, James W. *Pastoral Ministry according to Paul* (Grand Rapids: Baker, 2006).
4. Wright, N.T. *What Saint Paul Really Said* (Grand Rapids: Eerdmans, 1997).

Instructor

Curt Niccum, Professor of Bible.
Office: Room 222 of the Bible building.
Office Phone: (325) 674-3764
Office Hours: MWF 8:00-11:00am; Other times by appointment

Course Components

A variety of elements contribute toward meeting the proposed learning outcomes.

1. Daily Preparation (200 pts) – During each class period one or more students will be called upon to initiate or contribute to a discussion of the day's readings or topics. Grades for each opportunity will be based on how the interaction advances the discussion, how it connects to the assigned readings, and its relevance.

2. Book Review (150 pts) – In the first half of the semester students will read *Resident Aliens*. Once a week the professor will briefly provide information about and clarification for each chapter to help students better understand the content and analyze the arguments. The specific parameters of the review will be provided separately. It will be due at 11:59pm, March 24th.
3. Movie Review (150 pts) – A new movie, *Paul, Apostle of Christ*, will premier April 1st. The student will watch the movie and write a review. The specific parameters of the review will be provided separately. It will be due at 11:59pm, April 21st.
4. Major Exams (150 pts @) – The two major exams will 1) assess basic knowledge through true/false and multiple choice questions and 2) measure integration of perspectives, critical thought, and/or contemporary views of Christianity by means of essay questions.
5. Final Exam (200 pts) - The final exam will follow the same format as the regular exams but have additional essay questions focused on integration and synthesis of the material learned over the semester.

Grading Scale

- A (900-1000 points) Displays excellence in nearly all aspects: flawless knowledge, deep comprehension, critical analysis and evaluation, creative synthesis and mature application. Student responses reflect the entire breadth of the pertinent material to which s/he has been exposed, with depth of comprehension. Creatively relates material to other areas of knowledge and practice.
- B (800-899 points) Proves good in all aspects, though not marked by superiority throughout. Shows accurate knowledge and good comprehension, exhibiting analysis and evaluation. Comprehends at least all the crucial components of the material to which the student has been exposed. Makes realistic application.
- C (700-799 points) Reveals competence in most aspects, with some lapses. Has general knowledge and comprehension, but responses are deficient, reflecting awareness of only a few of the most crucial components. Applications are fairly reasonable.
- D (600-799 points) Exhibits effort, but marred by problems or flaws in thinking and development. Applications are unrealistic and underdeveloped. Student responses provide little info, make major mistakes, and have little or no developed thought.
- F < 600 points

Policies

Attendance Policy

Attendance and punctuality are expected. A student is permitted two unexcused absences for the semester; thereafter each unexcused absence will lower the final grade at the rate of 50 points per absence. When tardy, students must report their presence to the instructor immediately after class (otherwise the student will receive an unexcused absence for the day). Two tardies count as one unexcused absence. In order to be excused for an absence or tardy, students must report their absence or tardiness and excuse to the instructor *prior to class*. Excusing an absence or tardy remains at the discretion of the instructor. Unless the instructor excuses it, a student who leaves during class and returns will be marked for an

unexcused tardy; a student who leaves and does not return will be marked for an unexcused absence. See also the Technology Policy below.

Late Policy

All assignments are due at the date and time assigned. Late work will not be accepted and will receive a "0."

Technology Policy

1. *Canvas* will be utilized in this course. Specific uses of Canvas include the following:
 - a. Grades will be updated regularly.
 - b. Course documents (syllabus, rubrics, etc.) will be made available.
 - c. Relevant links will also be posted.
2. *Cell phones* and other electronic devices should be turned off during tests and set to silent during regular class meetings. Any use during class outside of specific projects announced by the professor will count as an unexcused absence.
3. *Electronic devices*, including laptops, may not be used in class unless special accommodation is needed and properly documented. On occasion mobile devices might be used in class for a specific task, but any other use will count as an unexcused absence.

Academic Policy

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as stated in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in life. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office website (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Incomplete Policy

An incomplete may be granted if a student has not met the requirements of the course due to illness, an emergency, or some cause deemed reasonable by the instructor; an incomplete is not given when a student has simply been negligent toward class requirements. An "I" is removed by the completion of the necessary work within the next long term or time approved in writing by the instructor, otherwise the "I" will become an "F" on the student's record.

ADA Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars office directly at (325) 674-2667.

Intellectual Property Policy

Copyright 2018: Abilene Christian University reserves all rights as to all class materials and lectures, whether distributed in class, on Canvas, or by any other means. The University prohibits anyone from selling notes or being paid for taking notes without the express written permission of the professor and Provost. Violation of copyright may subject a person to federal and state civil penalties and criminal liabilities as well as disciplinary action by the University.

University Mission

The mission of Abilene Christian University is to educate for Christian service and leadership throughout the world. This mission is achieved through:

exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;

significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society;

meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission

The mission of the College of Biblical Studies is to provide leadership preparation and resources for effective worldwide ministry in the cause of Christ.

The mission of the Department of Bible, Missions, and Ministry is twofold: 1) to equip all departmental majors with a broad spectrum of knowledge, skills, and experiences in preparation for further study or for engagement in ministry; and 2) to provide all ACU students with biblical and spiritual resources with which they may discern their Christian calling and vocation in order to live as committed disciples.

Mr. Willis
willisw@bible.acu.edu
Spring, 2017

BIBL 364 PAULINE
MESSAGE AND MISSION

Office: Bib 230
Ph 674 3796
Office hours: TR 2:30-4

Abilene Christian University Mission: *To educate students for Christian service and leadership throughout the world.*

Course Description

The goal of this course is to acquaint students with the life and thought of the most influential leader of the early Christian church in order to benefit from his mission and message for living as Christians today. This course receives three-hour credit.

This course surveys the life and writings of Paul the apostle. It does so in relationship to the political, social and religious history that forms the context for understanding Paul, as well as a consideration of the theology expressed in his letters. We will also look at Paul's continuing impact upon the Christian church after him.

Since this is a course for both Bible majors and non-majors, the only prerequisite is that the student has completed freshman and sophomore Bible courses. In an upper-division course we assume and encourage class participation based upon reading preparations. The class will be of most interest, (*and* grades of best quality), if you make every effort to stay current in the reading assignments.

Textbooks:

J. Patrick Gray, *Opening Paul's Letters* (Baker Academic)

Jerome Murphy-O'Connor, *Paul: His Story* (Oxford)

N. T. Wright, *What St. Paul Really Said* (Eerdmans)

*While no specific edition is required, a **print** Bible is necessary. Always bring to class.

Graded Work

A 5-7 page book report on an important a "Life of Paul" (selected in consultation with the instructor), worth 20%. **DUE ON FEB 7 at class time.** Late papers will be penalized half a letter grade each day late. This book report is designed to help prepare the student for learning more about Paul during the semester through a conversation with a particular book on Paul. Each class member will present a 5-10 minute report on their book to the class, on a selected date. The oral presentation will count for 25% of this paper's grade. On the written report, more than one mechanical error (typos, missing punctuation, spelling, etc.) per page will be very significant for grading. **Proof read closely!**

A mid-term exam (worth 25%) on **March 9**. This exam will be both short answer and essay in form, and you will receive a study list from which the essay questions will be taken. Make-up exams are permitted only by approval from the instructor based upon an emergency absence, and the exam must be done with in three days of returning to school.

Also required is a research paper on a theological topic or theme in Paul that is of importance to Christian faith and practice today. This requires research both with respect to the Pauline material and with respect to the contemporary situation. The paper should have six sources, **not counting the Bible itself, our textbooks or internet sources**. This topic is to be selected in consultation with the teacher and represents 20 % of the grade. Topic selections must be approved by **April 6**. The paper is to be 2,000-2,200 words, double spaced in 12 pt. font. **It is due on April 20 at class time. Late papers will be discounted a half grade for each late day.**

The final examination is worth 35 % of the course grade and covers the entire course.

Course Goals

1. That the student will be able to locate Paul in his religious and cultural settings.
2. That the student can locate and define major theological beliefs which Paul has as expressed in his letters and how they relate to each other.
3. That the student be aware of the points of contact, both of similarity and differences between Paul's life in his letters and in Acts of Apostles.
4. That students have a awareness of the history of interpretation of Paul and how his life and writings have had an on-going influence in the Christian church.
5. That the student develop an understanding of how Paul's theology has significance for Christian life today.

Success in Assignments.

In order for the class to be most productive it is **imperative** that all students complete the assigned readings before class and as scheduled. I intend for us to discuss the readings and the text, and not for me to try to spoon-feed you. I will appreciate your taking your reading responsibilities seriously. **A student will be called upon to begin the class discussion of the reading each day. Be prepared to do so each time.**

The assigned research paper will be explained in detail well before it is due, and the class will be able to ask questions as we come near the deadlines. But for now, in your readings, you might want to make notes about the readings on anything dealing with Paul's life and work, for possible later consideration.

Attendance and Cheating

Cheating of any sort will not be tolerated. This includes plagiarism whether copying from another student, or use of published material without giving credit to the author. Such misuse of another person's work, whether a book or fellow student will result in an "F" for the assignment and additional penalties at the instructors discretion, and a report to the appropriate deans.

Attendance is recorded, and *more than 3 unexcused absences* will lower the final grade by 5 points for each additional unexcused absence. Three tardies count at one absence. It is your responsibility to tell me and furnish evidence that an absence meets the excused guidelines.

The university accepts as excused absences:

1. Travel with an official school group (athletic/academic teams, etc.)
2. Personal illness (please bring paper from physician)
3. Death of immediate family member (parents, grandparents, siblings)

For non-emergency doctor visits, you are expected to make your medical appointments other than during class times.

Other Matters

Office Hours: My regular office hours are TR 2-4. However, it is very possible for me to arrange to meet at other times, and I am very agreeable to do so. Please ask me.

If you have special needs to assist your classroom learning, we will work to accommodate you. Examples might include: room seating, use of wheel chair, hearing impaired aids, etc.

Cell phones are becoming an increasing distraction in university classes. There is really no need to bring your phone to class, however, if you do so be sure that it is turned off (and **if it should ring**, do not answer it). **Do not have it visible during the class time or your will be absent.**

Grade Distribution

100- 90% = A 89- 80% = B 79- 70% = C 69- 60% = D

CLASS SCHEDULE

(Key to assigned readings; **MO**= Murphy-O'Connor; **NTW** = **Wright**, **PG** = Gray
Readings with a * are on Canvas)

Unit I. Introduction

Jan	17	The Problem of Paul	
	19	The debate over Paul	NTW 11-23; 167-183
	24	The World of Paul	PG 11-38
	26	Paul's Jewish Heritage	NTW 25-37
		*L. Keck, "Paul the Jew" (in <i>Christ's First Theologian</i> , 2015), Canvas	
	31	Paul's early years	MO 1-37
Feb	2	Saul the Convert and Evangelist	NTW 39-62
	7	Paul and Jesus	NTW 63-75
	9	Encountering Gentile Christians	MO 38-53
	14	Paul and the Pagan World	NTW 76-94 (Read I and II Thessalonians)

- 16 Paul's Gospel (J. Christian Becker, "Recasting Pauline Theology," *Pauline Theology*, Vol. 1, ed. Jouette Bassler, Fortress, 1991), 15-24. **Canvas**
- 21 The Mission into Europe **MO 54-75** (Read I Thessalonians)
- 23 South into Achaia **MO 76-96** (Read I Corinthians)
- 28 Antioch and Jerusalem **MO 97-119** (Read Galatians)
- Mar 2 First Year in Ephesus **MO 120-138**
- 7 Second Year in Ephesus **MO 139-157** (Read Philipppians)
- 9 **MID TERM EXAM**

11-19 SPRING BREAK

- 21 Paul the Letter Writer **PG 39-65**
*Philemon (A. Pateria, "Philemon, Letter to," *Dictionary of Paul and His Letters* 703-06. **Canvas**
- 23 How Paul Writes **PG 67-93** D. Guthrie, "The Collection of Paul's Letters" in *New Testament Introduction* (Downers' Grove, IL: IVP, 1993), Vol. 2, 253-68. **Canvas**
- 28 Paul's Audiences **PG 95-117**
- 30 Paul and the Old Testament **PG 119-135**
- Apr 4 Pseudonymity **PG 137-151; 159-160** (Read Colossians and Pastorals)
Donald Guthrie, "Epistolary Pseudepigraphy," in *New Testament Introduction* (London: Tyndale House, 1964), Vol. 2, 282-94 **Canvas**
- 6 Conflict and Corinth **MO 158-191** (Read 2 Corinthians)
- 11 Paul and Israel **NTW 111** (Read Romans 9-11)
L. Keck, "The Problem of Paul's Continuing Jewishness" (in *Christ's First Theologian*, 2015), **Canvas**
- 13 Turning West, leaving East **MO 193-217**
- 18 Writing Rome Joseph Fitzmyer, "Intro to Romans" from *Romans* (Anchor Bible 33; New Haven: Yale, 1993) **Canvas** Read Romans 1 and 16
- 20 Justification and the Church **NTW 113-133** Read Romans 1-5
- 25 New Life in Christ **NTW 135-150** Read Romans 6-8; 12-15
- 27 Paul's Ethics "Theology and Ethics in Paul" James Thompson **Canvas**
- May 2 The Final Years **MO 218-239**; The Fate of Paul in the Early Church
V. P. Furnish, "Paul the Theologian," in *The Conversation Continues*. Eds. Robert Fortna and Beverly Gaventa (Abingdon, 1991) **Canvas**
- 4 Paul ' Gospel Then and Now **NTW 151-165**
- May 12 **Final Examination Friday, 10 a.m.**

GUIDELINES FOR BOOK REPORT ON PAUL

1. Give the name, title, publisher and date of the book first. If you are told anything about the author, include that (you don't need to research this).
2. What is the plan for this study? How does the author proceed in presenting the life of Paul? Attach a photo-copy of the table of contents for the book.
3. What is the backdrop against which Paul is placed? Is he presented in terms of Judaism (what sort), Hellenism (what sort), or other (which)? Does the author describe Paul as standing in continuity with this background, or in contrast to it?
4. What does the author use as sources for knowing about Paul? Which letters are used? Which are considered as genuinely Pauline? Does the book rely upon Acts? to what degree? (On which letters does the book rely most heavily?)
5. How is Paul presented in relationship to pre-Pauline Christianity? to Jesus? Is Paul in continuity, or is he a "lone wolf" theologically? How is he presented in relation to other Christians of his own time?
6. What is described about Paul's becoming a Christian? Does the book use the conversion accounts of Acts? What was Paul converted from, what to? What are other key events in Paul's life?
7. What are regarded as Paul's major contributions to Christian mission?
8. What does the author see as the "center" of Pauline theology? What is the focal point from which Paul's Christology, his view of God, of the church, of the End?
9. What were two insights that you gained from this book? (Things that you had not previously known and find interesting/impressive?)
10. What were two ideas presented that you find wrong or difficult? If you disagree, how would you correct the author's view?
11. Your overall evaluation of this book and its presentation of Paul. Give some reasons for your evaluation--whether negative or positive, or both?
12. Any additional insights, reactions to the book that you wish to share.

SELECTED READING LIST ON PAUL

(Any book not on this list must be pre-approved before being acceptable for the report)

Baird, William,	Paul's Message and Mission (1968)
Barrett, C. K.	Paul
Baur, F. C.	Paul the Apostle of Jesus Christ
Becker, J.	Paul: Apostle to the Gentiles
Beker, J. Ch.	Paul the Apostle (1980)
_____	The Triumph of God
Bornkamm,	Paul
Bruce, F. F.	Paul: Apostle of the Heart Set Free (1977)
Chilton, Bruce	Rabbi Paul
Dibelius-Kummel	Paul
Deissmann, A.	Paul
Drane, John	Paul
Dunn, James D. G.	The Theology of Paul the Apostle
Enslin, M. S.	Reapproaching Paul
Goodspeed, E.	Paul
Hooker, Morna D.	Paul: A Short Introduction
Knox, John	Chapters in a Life of Paul
Kraeling, Emil	I Have Kept the Faith
Longenecker, R.	Paul: Apostle of Liberty
Ludemann, G.	Paul, Apostle to the Gentiles
Murphy-O'Conner	Paul: A Critical Life
Nock, A. D.	St. Paul
Neyrey, Jerome	Paul, in other Words
Raisanen, H.	Paul and the Law (1986)
Roetzel, Calvin	Paul: The Man and the Myth
Rubenstein, R.	My Brother Paul

Sanders, E. P.	Paul
Sandmel, S.	The Genius of Paul
Segal, Alan F.	Paul the Convert
Schoeps, H. J.	Paul
Schweitzer, A.	The Mysticism of Paul the Apostle
Soards, Marion	The Apostle Paul
Stewart, James	A Man in Christ
Wenham, David	Paul: Follower of Jesus or Founder of Christianity?
Wilson, A. N.	Paul: The Mind of the Apostle
Witherington, Ben,	The Paul Quest
Young, Brad	Paul the Jewish Theologian
Ziesler, John	Pauline Christianity

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 15, 2021
TO: Tiffany Dahlman
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for BIBL 364 – The Pauline Message

After reviewing the course description, the library is able to support the proposed course. Please contact Craig Churchill (churchillc@acu.edu), Theological Librarian, if additional library resources are needed to support the proposed course.

**ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS**

M E M O R A N D U M

DATE: September 3, 2021

TO: Tiffany Dahlman, Program Director for Christian Service and Formation

FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions &
Academic Services

RE: Course Application for BIBO 364: Pauline Mission and Message

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: BIBO 364

Create the course and cross-list with BIBL 364.

Highlight the item that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G or G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair


Tiffany Dahlman (Sep 16, 2021 08:37 EDT)

Sep 16, 2021

Tiffany Dahlman

Date

Dean(s)


Nannette W. Glenn, Ph.D. (Sep 16, 2021 17:53 CDT)

Sep 16, 2021

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date