Modesto Junior College  
Course Outline of Record  
ENGL 157

I. **OVERVIEW**  
The following information will appear in the 2010 - 2011 catalog

**ENGL 157** The Bible As Literature: The New Testament  
3 Units

*Formerly listed as:* ENGL - 157: Bible As Lit-The New Testament  
*Prerequisite:* Satisfactory completion of ENGL 50.  
*Recommended for Success:* Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Literary criticism and an appreciation of historical background and textual transmission of selected books of the New Testament.

Field trips might be required.  
**Transfer:** (CSU, UC)  
**General Education:** (MJC-GE: C ) (CSU-GE: C2 ) (IGETC: 3B )

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Introduction: Why Read the New Testament?

      1. The Formation of the Canon.

   B. The New Testament

      1. Paul and the Pauline Tradition

         a. Thessalonians
         b. Galatians
         c. Corinthians
         d. Romans
         e. Philippians
         f. Philemon and Colossians
         g. Ephesians

      2. Four Portraits of Jesus

         a. Mark
         b. Matthew
         c. Luke
         d. John

      3. Literary Genres of the New Testament

      4. Literary and Rhetorical Conventions in the NT

      5. A History of the Early Church
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ENGL 50.

2. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**

   *Before entering the course, the student will be able to:*
   
   a. Comment on and analyze reading selections in directed class discussions.
   
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   
   d. Use a variety of academic sentence structures.
   
   e. Adhere to conventions of standard edited English.
   
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Assign readings of biblical texts and authoritative writings about the texts.

2. Direct class discussions about the texts and textbook readings assigned.

3. Listen to recordings or view film and video presentations.

4. Instruct students on preparing group or individual projects.

5. Assign essay or objective examinations to test ability to analyze, criticize, and show understanding of the assigned readings.

6. Examine selections from the New Testament, a. identifying the literary and rhetorical conventions used and their effectiveness in the text b. identifying the literary genre of the text, its characteristics, and its effectiveness in conveying writer's message c. determining the way in which the ideas of the passages reflect the historical period, d. demonstrating the validity of their theses by using specific,
relevant evidence, e. evaluating the validity of the arguments in support of theses made by other class participants.

7. Require participation in online discussion boards with peers

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   Students will typically be assigned

   a. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.

   b. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.

   c. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking

   The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

   a. Examine five different translations of the Bible and discuss the strengths and weaknesses of each translation. Translations must be examples from 2 different translation philosophies, such as Formal Equivalent and Functional Equivalent.

   b. Most of us have a seen a movie that deals with Hollywood's version of the end of time. Discuss the plot of the movie and reference Hollywood's attempt to create the end of time. You must reference typical end time, apocalyptic themes from the book of Revelations in your discussion.

F. TEXTS AND OTHER READINGS (TYPICAL)


4. Other: [Although they have not been reissued as new editions, all of the following textbooks are still in print and commonly in use for this course at the college level. As these books represent the foundational scholarship for study in this field, students transferring with this course would be expected to have read (or be familiar with) these specific texts and/or the material reprinted therein.]

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

   have a clear understanding of the literary conventions in biblical texts as well as the historical and cultural influences on writers who wrote them.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

   Upon satisfactory completion of this course, the student will be able to:

   a. State the effects of translation on Biblical texts,

   b. Identify the various literary genres in the New Testament, such as poetry, history, narrative, gospel, law, biography, epistle, and apocalypse,

   c. Identify the major New Testament personalities and their contributions to the writings and events of their times, people such as Peter, Paul, and Jesus,

   d. Identify the major New Testament events, such as: Roman Rule, the spread of Christianity, etc.

   e. State the effects of geography, culture, and ideology upon New Testament writings,

   f. Analyze and criticize the New Testament with theses that demonstrate an understanding of the writings (e.g., argue for or against liberal interpretation of the gospels, apply rhetorical standards to an analysis of particular passages, compare and/or contrast different passages, demonstrate trends in themes, etc.),

   g. Demonstrate clear, effective writing skills, (e.g., unity, coherence, specificity, directness, conciseness, etc.),

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

   1. Reading Quizzes
   2. Chapter Study Questions
   3. Response Papers
   4. Midterm
   5. Essays on Material Covered

B. **SUMMATIVE ASSESSMENT**

   1. Final exam that may include a combination of any or all of the following:
      a. In-class Essay
      b. Short Answer Responses
      c. Multiple Choice Questions
      d. Fill in the Blank Questions