

English 3325: Literature of the Bible

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(Email is my preferred form of communication outside class)

Office Hours: TR 12:00-1:30 p.m.

Course Description and Objectives

English 3325 is an introduction to the literature of the Bible. This course will introduce you to a broad range of genres within English Bible. Our primary focus will be seeking to understand how the Hebrew and Christian scriptures function as narrative and poetry, and we will explore why and how this assemblage of texts has been and remains a powerful source of models and allusions for subsequent literary texts.

Course Materials

The English Bible: The Old Testament (Norton Critical Edition)

The English Bible: The New Testament and Apocrypha (Norton Critical Edition)

The Bible as Literature: An Introduction, John B. Gabel et al., fifth edition (Oxford University Press)

Although we will be reading the Bible in the King James Version, as this version has had the widest literary impact of any English language translation, there are many translations of the Bible into English with varying strengths and weaknesses. To compare these versions, you may wish to bookmark this valuable site: <https://www.biblegateway.com/>. You may also find this site useful in order to compare English translations with translations in Spanish or other languages in which you have a reading knowledge.

Because careful reading is one of the goals of this course, I strongly recommend that you have a good college dictionary at your side while reading in order to look up unfamiliar terms and references. I would particularly recommend that you make use of the *Oxford English Dictionary Online*, which is available through the UTEP library web page.

For information on MLA format, grammar, punctuation, clarity, organization, and editing, I recommend the following site: <http://owl.english.purdue.edu/>

Course Requirements

Reading Responses: For each day of class, you will bring a typed, double-spaced response of at least 150 words to the readings for the upcoming session. The response is due at the start of the session. Late responses will not be accepted and cannot be made up. Hand-written responses and those sent over email will likewise not be accepted. Each response should have a clear, specific title that indicates the nature of what you have to say. Please post the word count at the bottom of your response. These responses will constitute **20%** of your grade. I plan to offer an annotation project as an alternative to the printed journal entries after the first month. After that point, you will be able to substitute an annotation of a passage for the journal entry on any given day. Stay tuned for more details.

Exams: There will be three exams, consisting of short answer, identification, and definition questions, each of which will account for **20%** of your grade.

Paper: There will be one paper for this class, 6-8 pages (1800-2400 words), exclusive of works cited, which you will be working on throughout the semester. This paper will constitute **20%** of your grade. A more detailed description of this assignment will be provided early in the semester.

Grades

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

Course Policies

Originality of Work: The work you do for this course must be your own. No credit will be given for any un-cited material from an outside source. If you appear to have deliberately committed plagiarism, your case will be referred to the Dean of Students for disciplinary action.

Late Work: Late work will not be accepted for any reason. You are responsible for making all arrangements necessary to ensure that your work is always completed, printed, and turned in on time.

Attendance and Participation: Prompt and full daily attendance and engaged participation are required for this class. If you are absent or late (even by a minute) or if you leave early on a particular day, you have not met the requirement for that day. Because there are a variety of reasons why you may be prevented from arriving on time on a particular day, I give some latitude: I allow up to six absences or instances of tardiness. Upon a seventh instance of either lateness or absence, you will lose five points off your final grade for each instance of absence or tardiness. The only further latitude is for absences for official university business or documented health crisis.

CASS: If you have or suspect you have a disability and need an accommodation, you should contact the Center for Accommodations and Support Services at 747-5148 or at cass@utep.edu or go to Room 106 Union East Building. You are responsible for presenting to me any CASS accommodation letters and instructions.

Email Etiquette

Email is a useful tool if you have questions for me, and emailing me is generally the easiest and most efficient way to make contact outside class. Given that this is a university setting, you should recognize that your emails are documents that represent you professionally, and therefore should rise to certain standards of professional decorum. There are some basic guidelines that you should follow, both in my class and in your other classes.

1. All emails should have a clear subject heading.
2. All emails should have a clear, courteous salutation. "Dear Dr. Yothers:" or "Dear Professor Yothers:" would be appropriate in the case of this class.
3. All emails written for professional purposes should adhere to standard grammar, punctuation, and capitalization.
4. All emails should be signed with your name (otherwise, your reader may not know who you are!)
5. Emails should be sent from your UTEP account. If you do use another account, be sure that the name on the account is appropriate for professional interactions.
6. If there are any attachments, you should explain your reason for sending them and indicate the program in which they were written. In general, your attachments should take the form of Word documents or PDFs.
7. You should consider your rhetorical context when emailing. What is the purpose of your email, and how can you most effectively accomplish that purpose? Three particularly important matters to keep in mind are brevity, clarity, and courtesy. If your email is not clear, specific, and

to the point, you may not elicit the response you desire. If your email is discourteous, you diminish the professionalism of the persona you present to others. To cite just one example, some professors find emails that include calls for action “ASAP” to be discourteous or even presumptuous.

Emails that do not meet the standards of professionalism, clarity, and courtesy outlined above will be disregarded.

Schedule (Please note that this schedule is subject to revision)

		Norton (2 volumes; second starts after exam 2)	Gabel et al
January 20	T	Introduction	
January 22	R	Introductions to The Pentateuch and The Book of Genesis (pp. 1-12) Genesis 1-10 (pp. 13-34);	To the Reader; Chapter 1 (pp. vii-x; 1-14)
January 27	T	Genesis 11-28 (pp. 34-67)	Chapter 2 (pp. 15-41)
January 29	R	Genesis 29-50 (pp. 67-108)	Chapter 3 (pp. 42-60)
February 3	T	Intro to Exodus (pp. 109-112) Exodus 1-19 (pp. 113-148)	Chapter 7 and 16 (106-120) (268-281)
February 5	R	Exodus 20-40 (pp. 148-188)	Chapter 17 (282-303)
February 10	T	Introduction to Joshua (pp. 399-401) Joshua (pp. 403-442)	Chapter 4 (pp. 61-72)
February 12	R	Introduction to Judges (443-445) Judges (pp. 447-488)	Chapter 5 (pp. 73-90)
February 17	T	Introduction to Ruth (489-491) Ruth (493-498)	Chapter 6 (91-105)
February 19	R	I Samuel (499-561)	
February 24	T	II Samuel (563-610)	
February 26	R	Exam 1	
March 3	T	Esther (863-884)	
March 5	R	Job (891-953)	Chapter 9 (134-151)
March 10	T	Spring Break—No Class	
March 12	R	Spring Break—No Class	
March 17	T	Psalms (955-1105)	
March 19	R	Proverbs, Ecclesiastes, Song of Solomon (1106-1187)	
March 24	T	Introduction to the Prophets (1188-1192) Isaiah (1193-1307)	Chapter 8 (121-133)
March 26	R	Jeremiah 2-4 (1314-1322), Ezekiel 1-5 (1433-1441), Daniel (1523-1553), Hosea (1554-1574), Jonah (1609-1612)	
March 31	T	Cesar Chavez Day—No Class	
April 2	R	Exam 2	
April 7	T	New Testament Narratives, Mark, Matthew (1-123)	Chapter 14 (224-244)
April 9	R	Luke, Acts (124-190), (243-300)	
April 14	T	John (191-242)	Chapter 12 (189-205)

April 16	R	Pauline epistles: Romans through Galatians (301-404)	Chapter 15 (245-267)
April 21	T	Pauline epistles and Hebrews: Ephesians through Hebrews (405-509)	
April 23	R	Catholic epistles: James through Jude (511-567)	
April 28	T	Revelation (569-605)	
April 30	R	Exam 3	
May 5	T	Paper review day 1	
May 7	R	Paper review day 2	
May 14 10:00 a.m.-12:45 p.m.	T	Papers Due	