

**Professional Studies A.A.**

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# **INTRODUCTION TO THE BIBLE**

*ADVANCE* Program  
Ohio Valley College

Student Guide  
Four-Week Module

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## **Module Description**

### **Introduction to the Bible (2)**

#### Course Description

The Introduction to the Bible module focuses upon the history and writings of both the Old and New. As an introductory course it will begin to provide a basic framework for students as they begin an exploration and appreciation of the wealth of biblical materials.

Themes explored will include dispensations, covenant, inspiration, the canon, miracles, the supernatural, exegesis, and hermeneutics. An emphasis will be placed on developing an appreciation of the accessibility of scripture and the ability of the individual to develop a basic understanding of the text.

#### **Overview**

This module, as the initial Bible class in the A.A. program, is often viewed with a certain degree of anxiety by adult learners. Several fears are typical. Frequently expressed fears include (1) students' fear of being subjected to four weeks of preaching, (2) the forcing of a certain theological or doctrinal system, (3) a lack of biblical knowledge placing certain students at a decided disadvantage or (4) the focus of the class will be upon proselytizing. Be assured that this module is not designed to indoctrinate nor to proselyte, but to encourage an atmosphere of openness where the Bible and its message, including implications for Christian faith, can be discussed.

The instructor will provide a brief description of his theological viewpoint but will do so in the context of an explanation of the wider array of theological understandings, using examples from the biblical text where possible. The individual students' consideration of, and response to, the materials presented will have no influence on their grade; it may, however, serve a catalyst for considering the implications of faith in their own life.

The module makes few assumptions concerning the individual student's knowledge of the content of the Bible. Students are encouraged to share with the instructor questions that arise from lectures. The great assumption of the class is that every person can benefit from an introduction to the Bible.

Several adult learners have indicated the biblical components of their degree program were a highlight. For some it has rekindled a desire to explore the Bible while others have seen it as an opportunity to examine their view of life and its significance.

The content of this course is presented through assigned readings, corresponding questions and activities, small group discussions, lectures and times for questions and answers. This is not a module where students simply "get by" with a minimum of outside work. Instead, the outside assignments are designed to facilitate a learning environment where students benefit from mutual sharing of their accumulated insights and discoveries.

## Learning Outcomes

1. To acquaint students with the basic structure of the Bible.
2. To develop an understanding of the societal, political and religious influences of the times in which the books of the Bible were composed.
3. To survey introductory materials for each of the books of the Bible.
4. To provide an approach for the reading and studying of the biblical texts and discovering possible applications to life.
5. To allow students the opportunity to come face-to-face with the record of faith provided by the several witnesses in the Bible and to examine their own beliefs and faith.

## External Resources

### Required Books

NIV Study Bible (or comparable)

### Recommended Outside Resources (optional)

Eerdman's Handbook to the Bible, edited by David Alexander and Patricia Alexander, Eerdmans, 1992

Halley's Bible Handbook, Henry H. Haley, Zondervan, 1981

## Evaluation

While the faculty member/facilitator must finally determine the basis of evaluation, the following is recommended for consideration:

Class Participation (4 weeks x 4)	16
Question of the Week (4 weeks)	4
Essay on the Patriarchal Age	15
Time-line for the Old Testament	15
Time-line for the New Testament	15
Essay on Luke's Early Christian History	15
One in-class presentation	<u>20</u>
Total Points Possible	100

While the faculty facilitator must take time to ascertain that students understand the specific requirements for each of the above categories and that any changes in the grading system are clearly and carefully set forth, it is ultimately the responsibility of the student to make certain he or she understands the assignments and the grading system.

## Attendance, Tardies and Participation

Class participation (including attendance) is a significant portion of the student's grade. This is so because in cohort-based education, much learning takes place in the interaction and discussion within the classroom. Generally, no substitute exists for the student interaction found in the classroom, especially in cohort-based learning experiences. Students who habitually miss class or are always late for class not only deprive themselves of this experience and learning, but also diminish the experience of others.

The following is an explanation of how the student's grade depends upon attendance and participation and is adversely influenced by tardies and absences.

1 <sup>st</sup> time you are late up to 15 minutes	- 0 (from your total grade)
2 <sup>nd</sup> time you are late up to 15 minutes	- 0.25
Tardy (0 – 30 minutes)	- 0.5
Tardy (30 min – 1 hour)	- 1
Tardy (1 – 2 hours)	- 2
Tardy (2 - 3 hours)	- 3
1 <sup>st</sup> Absence (excused* or unexcused)	- 5
2 <sup>nd</sup> Absence (excused)*	- 10
2 <sup>nd</sup> Absence (unexcused)	Re-take the course
3 <sup>rd</sup> Absence (excused or unexcused)	Re-take the course

Unexcused absences cannot be made-up in part or in whole. You may, with permission, attend the same class session with another cohort if it is being offered.

Excused absences will include those related to family (illness, death, etc.), personal health ("tired" doesn't count) or work (elective overtime is not an excused absence).

\*- If a student has an excused absence they may recoup up to 75% of the points lost for the first and 50% for the second if they submit a 750 – 1000 word report within two weeks of the absence. The topic(s) of the report(s) are to be assigned by the instructor prior to the report being written (unassigned reports will not be graded).

\*- Generally, unexcused absences cannot be made up.

## Evaluation of Papers and Time-lines

Students are required to read in assigned sources and submit their papers in APA format. Papers are to be presented in New Courier 10 pt font or (New) Times Roman 10 – 12 pt font. They must be submitted on 8.5 x 11 paper and have margins that do not exceed 1” on the right and left, 1½” at the top and 1” at the bottom.

The criteria for evaluating these papers will be:

- (1) Content accuracy,
- (2) Balance and comprehensiveness,
- (3) Comprehension of the materials,
- (4) Correct grammatical construction and
- (5) Clear sentence structure.

**Time-lines** are to include, but not be limited to these elements. Students may choose to present this material on 8.5 x 11, 8.5 x 14 or 11 x 17 paper(s). Time-lines are to include, and will be graded by the inclusion of, these elements

- (1) A minimum of 30 significant events or individuals listed on the line
- (2) An indication of the time covered
- (3) The placement of the all the books in the particular covenant corresponding to the events listed on the time-line (this should be presented below the time line)

## Notes on Other Student Assignments

To encourage reading and reflection, students are to submit a *question of the week* based on the reading assignments for each week or that arise from related readings. The questions can reflect the students’ areas of confusion or lack of understanding, or may be about other issues raised by the readings. The question should not be a general “curiosity” question, but should have in some way been raised in the student’s mind by the reading and reflections used in preparing for that week’s class session. The student should note that this part of the weekly assignment is included in the grading system.

The *in-class presentation* is an opportunity for each student to share with the class their discoveries about a subject of interest to them related to the materials presented in the Introduction to the Bible module. The following should be included in each presentation:

- (1) Presentations to be 5 – 10 minutes in length
- (2) A one page outline is to be presented to the instructor prior to the presentation
- (3) Students may, but are not required, to incorporate visuals (PowerPoint, etc)
- (4) Presentations should demonstrate the student’s basic comprehension of the subject presented
- (5) A bibliography including at least three sources other than the Bible (no more than one from the internet) should be included with the outline presented to the instructor (see #2 above)

- (6) The presenter will be prepared to answer questions from the class and instructor

### Student Assignments Summary

[Note: students are to have assignments completed when they arrive at class. Assignments marked “week one” should be completed before the first class period, etc. All work must be completed on time to receive credit.]

## Week One

1. Read Genesis 1-11; 12-50; Exodus 1-15. Write a three-page (750 word app.) synopsis of an event covered in the readings for this initial session.
2. Familiarize yourself with the names and order of the books in the Old Testament.
3. Go to links page and read at least one article from the links provided for week 1.
4. Question of the week.

## Week Two

1. Read four of the following Bible texts and be prepared to discuss them in class.
 

Exodus 20	Ruth	1 Kings 18:16-21:29
Numbers 13-14	1 Samuel 17-19	2 Kings 12; 22:1-23:30
Joshua 5:13-27; 24:1-27	2 Samuel 5-6; 11-12	2 Kings 17; 2 Chronicles 36
Judges 13-16	1 Kings 1-3; 11:41-12:33	Nehemiah 1-4
2. Familiarize yourself with the divisions of the Old Testament (TANAK, 5-12-5-5-12) and their content.
3. Develop an Old Testament Time-Line. See previous page for detailed description.
4. Read Closson’s article on the canon of the Bible (links page).
5. Question of the week.

## Week Three

1. Read two Old Testament and two New Testament texts and be prepared to discuss them in class.

<u>Old Testament</u>		<u>New Testament</u>	
Job 1-2	Ecclesiastes 1, 3, 12	Matthew 1-2/Luke 1-2	John 20-21
Hosea 1-3, 11, 14	Daniel 1-6	John 11-15	Acts 1-8
Psalms 1, 22, 23, 51	Isaiah 2, 3, 52:13-53:12	Mark 11-16	Acts 13-15
Proverbs 1-4	Jonah	Luke 14-18	Acts 21-26

2. Familiarize yourself with the divisions of the New Testament and their content.
3. Develop a New Testament Time-Line. See previous page for detailed description.
4. Check links page for articles related to this week.
5. Question of the week.

## **Week Four**

1. Read four of the following Bible texts and be prepared to discuss them in class.

Romans 1-3	Ephesians 4-6	Hebrews 10-12
Romans 12:1-15:13	Colossians	James
1 Corinthians 5-8	Titus	1 John
Galatians 1-3	1 Peter	Revelation 1-3
2. Review a chronology of the Bible
3. Check links page for articles related to this week.
4. Oral presentation. See previous page for detailed description.
5. Question of the week.