



INTEGRATION OF BIBLICAL PRINCIPLES

ADVANCE Program
Ohio Valley College

Student Guide
Four-Week Module

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Module Description

Integration of Biblical Principles (2)

Course Description

This module concludes a survey of the content of the Bible including the historical and religious dimensions of both the Old and New Testaments. The content and themes of the New Testament are utilized in the process of value definition and general application.

The identification of these concepts and themes, expanded by the study of selected biblical passages fit into the overall historical framework of the Scriptures, helps students integrate biblical teaching into daily life situations. Biblical narratives are employed to understand how specific Bible characters--Moses, David, Paul, and Jesus--reflected divine principles in their interpersonal relationships, decisions, and actions. This interrelationship of principles, values, and behavior (ethics) provides a framework for understanding the message of Scripture afresh along with its implications in Christianity.

The emphasis on identifying principles and themes, which inform life in today's business world and in the various relationships that are part of contemporary society continues and intensifies in this module. As the role of religion in today's society is evaluated, students are encouraged to consider an appropriate role for religion in the contemporary marketplace and how biblical principles and values can be used to inform actions without religious coercion or the pressing of one's personal beliefs on others.

That each individual has a purpose in God's eternal plan guides both the shared class time and the investigation into possible shared principles and values.

Overview

The adult learner coming to this module typically either faces increased anxiety based on experience in the previous module, or is quite comfortable with the concept of another "Bible class." Students are reminded that the purpose of these modules is to encourage open inquiry into the foundations and implications of Christian faith. It is hoped that beyond any learning that occurs, each student finds in the literary, historical, and theological frameworks an orientation around which she or he may organize an individual faith solidly based in the Word of God.

Perhaps a reminder is in order--these modules are taught from the foundational view that every person can benefit from a survey of the Bible, whether that survey represents new and unfamiliar material or in fact serves merely as review. While knowledge of the biblical content is desirable, the eventual outcome of these modules should be the ability to apply one's knowledge of God's word in specific situations to define ethical (Christian) behavior. The value of these modules is not merely to organize Bible stories historically, but is more so to enable development of a genuine biblical faith, which integrates biblical truth, experience, and tradition.

Students are encouraged to process course content through classroom dynamics such as small group discussions, group dialogue, questioning, discussion, and facilitator modeling. Students are especially reminded that this is not a module where one simply “gets by” with a minimum of work outside the classroom. Outside reading, research, resource development, and homework is designed, however, more for orientation in preparation for in-class discussion, dialogue, and questioning than for the accumulation of additional knowledge.

Learning Outcomes

1. The student will develop a historical perspective of biblical events.
2. The student will develop an understanding of the development of Christian religious thought and be able to compare the Old Testament and New Testament.
3. The student will integrate the faith of God’s people in both the Old and New Testaments with God’s redemptive activity culminating in Jesus Christ.
4. The student will be exposed to biblical backgrounds sufficient to identify sources for further study and to gain basic knowledge essential to understanding the biblical story.
5. From the study of various biblical narratives, the student will be able to extrapolate appropriate behaviors today when faced with similar situations, based upon an understanding of the interrelationship of principles, values, and behaviors.
6. The student will examine the relevance of biblical faith to daily life and individual purpose.

External Resources

Required Books

Max Anders. Thirty Days to Understanding the Bible
NIV Study Bible (or comparable)

Articles for Responses from the Web

The links page (**Error! Bookmark not defined.**) may be accessed at the link above or by going to the **Error! Bookmark not defined.** and then following these links (Adult Learning, Links to Facilitators/On-line Syllabi, Joe Spivy- Link for New Testament Introduction). Additional articles and sheets will be made available in class.

Recommended Resources (optional)

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

Evaluation

Although the faculty member or facilitator must finally determine the basis of evaluation, the following is recommended:

Class participation (4 weeks)	20
Weekly question (4)	8
Weekly journaling (4)	8
Writing assignments	
What I Learned About the Bible (1)	20
Weekly micro-summary (4)	24
One in-class presentation	<u>20</u>
Total points-	100

Suggested Grading Scale

91 – 100	A	70 – 80	C	Below 60	F
81 – 90	B	60 – 69	D		

Extra Credit

At the discretion of the facilitator extra credit assignment may be made available for those who would desire to pursue additional work related to the course to improve their grade. It is recommended that these assignments be limited to no more than an additional 10 points: micro-summary (2 pts), presentations (5) and book review (10).

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 also the responsibility of the student to make certain he or she understands the assignments and the grading system.

Absences and late arrivals

Class participation (including attendance) is a major portion of the student's grade. The interaction and discussion within the classroom is where much of the learning takes place. 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 late for class not only deprive themselves of this experience and learning, but also diminish the experience of others.

The following is the suggested policy for absences and late arrivals.

5 – 29	minutes late	-1	30 – 59	minutes late	-2
60 – 119	minutes late	-3	120 – 359	minutes late	-4
1 absence		-9	2 absences		-1 letter grade

Make up

At the discretion of the facilitator students may make up a portion of the work missed due to a late arrival or absence. Micro-summaries covering the material in assigned readings (not previously covered in a micro-summary) can be applied for up to 2 points each.

Notes on Evaluation of Microsummaries

Students are required to read in assigned sources and submit microsummaries. Microsummaries are essays that can be typed on a single five by eight inch note card (half a regular size page) in a legible font (8 is likely a minimum size depending upon the font). *The objective of summary-writing is to condense the whole to its essential parts without supporting details.* Such summarizing improves reading comprehension skills, provides practice in concise writing, increases writing flexibility, and encourages clear statements of other points of view.

The three criteria for evaluating these summary papers are content accuracy, comprehensiveness and balance, and clear sentence structure with good transitions. The following ratings can be used to evaluate the summary papers.

6: (95-100) This summary paper meets all the criteria for accuracy, comprehensiveness, and clear presentation of ideas. The writer understands the article thoroughly. The main points in the article appear corrected in the summary with all main points proportionately developed. The summary is as comprehensive as possible in the minimal space allowed and is presented smoothly and appropriately from beginning to end with clear transitions between ideas. The sentence and outline structure is clear without vagueness or ambiguity and without grammatical errors.

5.5: (88-94) This summary is still excellent but is weaker than a “6” in one area. Usually an article scored in this manner displays some disproportion of presentation, a few grammatical errors, or lacks the smooth finish of a 6.

5: (81-97) This summary is still excellent but is weaker than a “5.5.” It will display minor problems in accuracy, comprehensiveness, balance, or sentence structure

4: (70-80) A “four” summary is one that is good but not excellent. It reveals a generally accurate reading of the article with a clear sense of the main points, but is noticeably weaker than a “six” summary.

3: (60-69 points) A “3” summary is generally either seriously unbalanced or fuzzily written and lacks the clarity and precision of a top-rated summary.

2: (40-59 points) This summary is weak in all areas of competence.

1: (1-39) A “one” summary fails to meet any of the areas of competence.

Notes on Student Assignments

To encourage reading and reflection, students are to submit a question based on the reading assignments each week. The questions may 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.

Student Assignments Summary

Notes: (1) 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 full credit. (2) Assignments may be turned in as hard copies (paper) or they may be submitted in on a 3.5 disk. Those submitted on disk should be in ".txt" or ".doc" formats

The Ohio Valley College web site hosts two pages that are related to this course. The first is the syllabus at **Error! Bookmark not defined.** while a links page is available at **Error! Bookmark not defined.** The links can either be entered manually in the address (using the above address or the one found at the top of page 3 of this syllabi) or you can follow the path listed on page 3.

Week One

1. Write a two-page, 500-word synopsis of the first module. The title of this essay is "What I Learned about the Bible." Note that the assignment is specifically limited in content by its title ("Bible"). This essay must be well written and provide evidence of deliberate thought, organization, and structure. The paper is not to be random "musings." The materials turned in must be typed, double-spaced, 12-point font, and have 1-inch margins all around. Be prepared for in-class discussion of the synopses.
2. Skim these articles from the links page on the web.
 - a. Historical Background to the New Testament.
 - b. Jesus in the Gospels, The Historical Christ and From Jesus to Christ
3. Write your first micro-summary on the two articles "From Jesus to Christ" and "The Historical Christ" under week one web links.
4. Skim sheets provided over Matthew, Mark, Luke, and John.
5. In Anders, 30 Days to Understanding the Bible read:
 - a. "The Gospel Era" (ch. 16)
 - b. "A Comparison of the Four Gospels" (ch. 20)
6. Read Matthew 5-7; 16-18, Mark 1-5, Luke 15, 22-24; John 10, 14, 17
7. Write a Question of the Week for discussion and submission in class.

Week Two

1. Skim these articles from the links page on the web.
Judaism: First Century Diversity, all links under this section.
New Testament Chronologies, both links under this section.
Apostolic and Early Church, A. Why Did Christianity Succeed?
2. Write your second micro-summary on the two articles under week two on the web concerning Apostolic and Early Church, B. The Roman Persecution of the Church (Pliny).
3. Skim sheets provided over Acts and Galatians.
4. In Anders, 30 Days to Understanding the Bible, read “The Church Era” (ch. 17).
5. Read Acts 1-3; 8-11; 13:1-3; 15; 21:1-25:12
6. Write and submit Question of the Week.

Week Three

1. Skim these articles from the links page on the web.
Epistles: Pauline and Catholic. (take note of what is required for this assignment.)
The Canon of the New Testament, all links under this section.
2. Write your third micro-summary of Romans, chapters 1-3.
3. Skim sheets provided for Romans (2 sheets) and other sheets provided in class.
4. In Anders, 30 Days to Understanding the Bible, read “The Epistles” (ch. 19)
5. Read Romans 1-3; 1 Corinthians 13; Ephesians; 1 Timothy; and Philemon.
6. Write and submit Question of the Week.

Week Four

1. Read the following article from the links page on the web.
Epistles: Pauline and Catholic (general), The Non-Pauline Epistles
(take note of what is required for this assignment.)
2. Write your fourth and final micro-summary over “The Canon of the New Testament” from week three web links.
3. Skim sheets provided for James, 1 & 2 Peter, 1-3 John, and the Revelation
4. Oral presentation to summarize course.
 - a) Typed (hard copy) outline of your presentation (1 – 2 pages)
 - b) Oral presentation (10 – 20 minutes)
5. Write and submit Question of the Week.

Module Overview by Individual Class Sessions

Week One

Section 1

Overview module, assignments, goals
Share and discuss essays: What I Learned about the Bible
Module #1 review
“Historical Background to the New Testament” (Links page)

Section 2

“From Jesus to Christ” (Links page)
“The Historical Christ” (Links page)
“A Comparison of the Four Gospels” (Anders)

Section 3

Question of the week
“A Comparison of the Four Gospels” (Anders)
Sheets over the four gospels

Section 4

Readings from the four gospels
Principles/Values/Ethics Pyramid: Sample Exercise (Nehemiah)
Journal Entry

Week Two

Section 1

“New Testament Chronology” (Links page)
“Judaism: First Century Diversity”

Section 2

“The Church Era” (Anders)
Readings from Acts
Sheets over Acts

Section 3

Questions of the Week
“Why Did Christianity Succeed?” (Links page)
“Roman Persecution of the Church (Pliny)” (Links page)

Section 4

“Roman Persecution of the Church (Pliny)” (Links page)
Group work on Principles-Values-Behavior/Ethics

Week Three

Section 1

“The Epistles” (Anders)
“Epistles: Pauline” (Links page)

Section 2

Review of the Pauline epistles (sheets)

Section 3

Question of the Week
Review of selected texts

Section 4

Ethics in the Sermon on the Mount (hand-out, available on-line)
Journal entry

Week Four

Section 1

“Epistles: Catholic (general)”
“The Canon of the New Testament”
Review sheets over Catholic Epistles and Revelation
Review readings

Section 2

In class presentations

Section 3

In class presentations

Section 4

Questions of the week

APPENDIX

Module Resources

Principles, Values, and Ethics in Nehemiah (Sample)

Copy of Links to be found on OVC Web Page

Principles, Values, and Ethics in Nehemiah

The purpose of this paper is to explore the biblical narrative in Nehemiah and identify the principles and values that undergird the actions retold there. From this foundation, I hope to define correlative principles, values, and behaviors in today's society and to extrapolate appropriate behaviors for today in parallel or similar situations.

The Biblical Setting

The section of Nehemiah of most interest to this study is the first six chapters. In this text Nehemiah returns to Jerusalem and undertakes the task of rebuilding the walls of the city despite opposition. The primary opposition came from without, but problems also arose from within. Because this text shows Nehemiah was an administrator, the focus of this paper to be primarily on contemporary administrative settings.

The Biblical Text Summarized

Nehemiah was concerned about the situation in Jerusalem and people living there. Nehemiah's major task was to rebuild the broken walls of the city. For this task Nehemiah organized the people in a very interesting way.

Nehemiah faced opposition. He protected his people from the threats.

Nehemiah organized the task of rebuilding into smaller, doable sections.

Nehemiah met the needs of those under his administration. Of special interest here is Nehemiah's example.

The people did according to their promise (plan).

Principles of Administration and Leadership

Concern or Compassion must be expressed. This is a pragmatic principle (following this principle works to get things done). Is it an ethical principle?

Nehemiah's concern and sadness attracted the king's attention and eventually brought Nehemiah the necessary resources. His compassion also identified Nehemiah with his people (workers).

Organization is essential. This virtually goes without saying. Almost any task can be accomplished more quickly and efficiently with an overall organization structure and plan.

A good leader protects his people. Nehemiah shielded his people from some of the major opposition. Leaders must also be able to equip their people to handle opposition in some situations.

Goals are essential, and must be attainable. Short-term goals, which break down a task into its component parts, are helpful in reaching the overall long-term goal.

Leaders must meet needs within their organization. Leaders must follow through on their concern for their people by helping meet needs. The example of the leader is most important in this matter.

The people had an overall plan to which they had apparently committed. The people had "bought in." The plan was not exclusively Nehemiah's, but the people had ownership of the task and the plan.

Possible Values Reflected in the Text

Compassion as a principle suggests that compassion is valued. The value placed on relationships may also be explored but is not as obviously in view in Nehemiah.

The principle of organization may suggest the synergy of combined efforts, the values of other people, working together, delegation, and planning.

The leadership principles of protection and equipping value other people.

Goal-setting values planning, which the Nehemiah narrative also shows the importance of plan ownership by those who will be involved in accomplishing the task.

Finally, leaders who meet needs demonstrate the value they place upon other people.

Behaviors Reflected in the Text

Nehemiah was involved in many actions. While yet in Babylon, he identified with the people and the situation in which they found themselves. He was able to gather the resources necessary for the task at hand. He demonstrated his solidarity with the people of Jerusalem and was accepted more readily as a leader.

He organized the task of rebuilding the wall, equipping and protecting the workers as needed, helped in the goal-setting and planning (promising), and was available to help meet needs among the residents of Jerusalem. The needs he helped meet were not immediately germane to the task at hand, but could have presented significant stumbling blocks if not handled correctly. Nehemiah's example of sacrifice as he participated as an equal in the needs-meeting is worthy of note.

Correlative Principles, Values, and Behaviors in Today's Marketplace

The principles, values, and behaviors, which we have noted in Nehemiah, need little correlation or explanation to be applied in today's world. The basic needs of human beings for leadership, caring, planning, organizing, delegating, plan ownership, equipping to handle the opposition and personal interrelationships are little changed.

Question for Discussion

Why did Nehemiah act as he did in Babylon?

Explain how Nehemiah organized the rebuilding of the walls.

When the text describes how long it took to rebuild the walls, what explanation is given for the success?

Do you agree or disagree that Nehemiah was a good delegator? Justify your answer.

How important is it that today's leader be recognized as one willing to sacrifice for the followers?

How important is example for today's leader? Can you give examples from your own work setting (described generically)? How is personal sacrifice viewed in today's business world? Is it accepted, expected, ridiculed, or otherwise treated? For whom? In what situations? What makes the difference?

Have you known of a situation where the leader needed to protect the followers? Describe the situation. What happened?

How might leaders effectively equip others for the tasks at hand? What difficulties might one expect to encounter in equipping?

Would the various values set for above be generally accepted in today's business world, as you know it, e.g. compassion?

What principles of goal-setting might one learn from Nehemiah?

