FD REL 301
Old Testament: Genesis through 2 Samuel

Grading/Rubric Syllabus

[Presently Being ReWritten]

Course Summary
A Study of the Old Testament from Genesis through 2 Samuel including the promises made to the fathers (Enoch, Abraham, the House of Israel, and King David)

Course Objective
• To read and study the storyline from Genesis through 2 Samuel. To produce a documented essay reviewing the sacred history from the creation of the earth to last years of King David.
• To study “the promises made to the fathers” – focusing of Enoch, Abraham, the House of Israel, and King David and similarities and differences.

Grading
At the end of the course, I will give you a letter grade that I feel reflects the learning you accomplished during the course. I will use three criteria to determine your grade: (1) attitude, (2) class attendance, and (3) academic work.

Attitude
Attitude is displayed through preparation for class, class participation, and adherence to honor code. Things that can negatively affect my perception of attitude is displayed through inappropriate use of electronic devices, sleeping during class, constantly talking to another classmate, etc.

Grade for class participation is purely subjective on my part and is used in determining the final grade given in the course.

Class Attendance
Class attendance is a crucial part of the course. It is the policy of the Department of Religious Education that a student must participate in a minimum of 80% of the class periods held for a religion course. With this in mind note the following:
• Missing six class periods or more will result in not receiving credit for the course.
• School excused absences (such as a class for a field trip, etc.) are an exception to this policy. The student, however, must present the teacher with a school excused form as evidence of the excused absence. The student who misses a class because of a school excused absence is still responsible for both assignments due and material discuss during the class missed.
• Missing a class because of illness is not an excused absence. So be careful with your health. Please do not email me if your going to miss class because of illness. If your illness has become serious, missing more than one or two classes, email me and let’s talk.
• Coming to class, marking the attendance sheet, and then leaving early (without permission from teacher) is both inappropriate and dishonest.
Introduction: The Lord has said: “Seek learning, even by study and also by faith.” And “thy time shall be given to writing, and to learning much” (D&C 25:8; also see vs 16) It takes both mental effort (academic) and the Spirit to truly learn the things of God. The final grade in this course will be an evaluation of a student’s “study” of the scriptures and does not reflect a student’s spirituality or testimony.

Elder David A. Bednar of the Quorum of the Twelve Apostles taught that “three basic ways or methods” of studying the scriptures: “(1) reading the scriptures from beginning to end, (2) studying the scriptures by topic, and (3) searching the scriptures for connections, patterns, and themes.” Speaking of the first method, Elder Bednar said: “Reading a book of scripture from beginning to end initiates the flow of living water into our lives by introducing us to important stories, gospel doctrines, and timeless principles. This approach also enables us to learn about major characters in the scriptures and the sequence, timing, and context of events and teachings.”

In this course we will focus on learning the Old Testament story beginning with the creation and continuing through to the end of King David’s life (about three thousand year history). This will provide context for the rest of the standard works as well as for all the stories within this three thousand year period.

I. COURSE PROJECT: AN INTERPRETIVE SACRED HISTORY Paper (200 points)

The Objective of this course: Students are to learn the sacred history from the Creation of the earth (Gen. 1 and Moses 2), the Fall of Adam (Moses 3-4), and God’s appointment of “the days of [man’s] probation” (see D&C 29:43; Abr. 5:13; 2 Ne. 2:21; Alma 12:24; 42:4) in the days of Adam and from then down through time to the end of the life of King David (2 Samuel).

Project: At the end of the course, the student is to produce an electronically typed paper complete in two parts. Part One: an interpretive sacred history from the creation (Book of Moses and Genesis) of the earth through the life of King David (the end of 2 Samuel).

Interpretive Sacred History From Creation through King David (200 points)

The focus of this study will be on two major aspects of Genesis through 2 Samuel—

(1) PART ONE: An Interpretive storyline from Genesis 1 through 2 Samuel (including The Book of Moses 1-8 in the Pearl of Great Price). Write a 3-5 page interpretative storyline of Genesis through 2 Samuel.

Sub-headings—

- Moses 1–Introduction;
- Creation;
- Fall of Adam and Results;
- Adam Receives the Gospel;
- The Chosen Seed;
- Rise of Wickedness;
- Enoch, his preaching, panoramic vision, and covenant;
- Days of Noah and the Flood
- Abraham and the Covenant
- Isaac and Rebekah
- Jacob and His Wives
- Jacob in Canaan
- Joseph in Egypt
- Jacob in Egypt–Promises to His Sons
- Joseph’s Prophesies and Death
- Israel Becomes a People of Size
- Call of Moses
- Moses and Pharaoh (Ex. 5); Moses and Israel (Ex. 6)
- Moses and the Plagues
- The Passover and Exodus
PART TWO: The promises Made to the Fathers

Discuss the promises made to the fathers and their role in God’s plan. Include the following:

- What is was/is general concern that prompted God’s making promises by covenants to the fathers?
- What are the promises made to Enoch (Noah, Melchizedek) by covenant; what are they aimed at achieving?
- What are the promises made to Abraham (Isaac, Jacob) by covenant, what are they aimed at achieving?
- What are the promises made to the House of Israel and what are they aimed at achieving?
- What are the promises made to King David (part one and two). What are their purposes?

Give structure to the story line; use bolded subheadings alerting the reader to structure; use good writing skills, (i.e., paragraphs, etc.); approximate general dates such as those things happening in 4000 -3000 B.C. (Adam, Enoch, etc.)

(2) What Moroni called “the promises made to the fathers” (JS Hist. 1:38-39; D&C 2:1-3). There are four major sets of promises inter-related to each other. They were made to:

- Enoch (Noah and Melchizedek)—foundational promises about God will do by the end of the second estate;
- Abraham (Isaac, and Jacob)—how God will bring about the promises made to Enoch;
- House of Israel—the national covenant with the chosen seed who will bring about the promises made to Enoch–Abraham;
- King David—the promises of reinheritance and obtaining our divine potential as Kings and Queens—or Gods and Godesses.

Rubric

- What to write and Source material: Use your reading assignments and assignment write-ups to compose a written storyline of the Old Testament (Gen. through 2 Sam.) designed to help the reader understand their personal study of that portion of the OT.
- Audience: average member of the LDS Church who knows little of the Old Testament. The purpose of your storyline is to help your audience read through Genesis through 2 Samuel and make sense of what is happening.
- Spacing: Essay: Please, single spacing!!
- Subheadings–Include the above subheadings throughout the storyline—bolded
- Font: Roman Times Font 10-11 or equivalent, Ariel font 10-11, (easy to read fonts)
- Paper Make Up: Two Parts (1) Sacred History from Creation to King David; (2) Promises Made to the Fathers Place a HEADING at top each part.
• Documentation: Scripture reference documentation throughout the storyline and discussion of promises made to the fathers. Assume the reader is using your storyline to help them read Genesis through 2 Samuel.

Daily Reading Assignments (10 points each assignment)

In the Daily Reading Assignment found the Rel 301 Old Testament course page can be found the reading assignments from Genesis through 2 Samuel due for each class period. These assignments are the material you will use to write the story line in the Course Essay. A write-up for each assignment is due at class time (HAND IN AT END OF CLASS PERIOD).

NOTE: We will NOT be reading every chapter from Genesis through 2 Samuel in order to extract the story line. The reading assignments will consist of reading some chapters completely and others we will read only the chapter headings, to extract the story line.

NOTE: Each chapter in the Bible has a main point and, generally, each chapter is divided into paragraphs, which are sub-points to the main point. But because each chapter is also versified (divided into verses) the visual divisions of the paragraphs is lost. A paragraph symbol– ¶ – has been provided to identify the beginning of each paragraph (except for the first paragraph of each chapter, which begins with the first verse). For example, Genesis 2 is divided into four paragraphs. The first paragraph consists of vss 1-3; verse 4 begins a new paragraph as noted by ¶ immediately following the number 4; the third paragraph begins in verse 8; and the last begins in verses 18. A summary of each of these paragraphs would properly tell the story line of this chapter.

Write-up Instructions: Produce a write-up summarizing each chapter in the reading assignment (summarizing each paragraph as noted above). Use the following rubric—

Rubric
• Top of Write-Up: On top of paper include student name, course and time course meets. ALSO include the title of the reading assignment—found on the Daily Reading Assignment schedule.
• Part One—Story line summarization, include scripture references. (From these notes you should be able to write the essay at the end of the course. This will include major events needed to be understood in this storyline.)
• Part Two—Keep track of important statements regarding “the promises made to the fathers” This will not begin until Enoch. Then, most of the rest of the assignments will have reference to the various covenants.
• Handwritten or typed—but they must be hard copy (unless otherwise stated). They are due at class, to be handed in at the end of class period. You may want to put class notes on these for use in writing essay or timeline. FULL 10 points includes attending class discussion of this assignment. If you miss class, you can turn in assignment for 7 points. (Hand late assignments in to me.