

**IDEAL PROGRAM
WREL 208, Christianity
COURSE SYLLABUS**

Dear Student,

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our classes build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, **it is recommended that you drop the course.**

Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.

Cheating and Plagiarism

It is the student's responsibility to become familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp> or the appropriate graduate program handbook

E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

The IDEAL Program

**Syllabus
UNIVERSITY OF BRIDGEPORT
Bridgeport Campus**

Summer 2013

WEDNESDAYS July 17th, 24th, 31st August 7th and 14th

6pm – 10pm

Bridgeport

SYLLABUS WREL 208

Professor: Kemal Argon, Phd.

Email: kargon@bridgeport.edu

Office hours (in class) after each class or by appointment.

COURSE OVERVIEW: In this course we will study how Christianity began as a diverse movement composed of many different theologies and evolved into a more or less unified religious tradition. We will learn this history by reading the New Testament as an historical document.

COURSE OBJECTIVES:

To Gain an introductory understanding of:

- **How the books of the New Testament were gathered together**
- **Early Christianity's remarkable diversity**
- **Early Christian struggles to determine the "right" beliefs**
- **How decisions on what books to include took over 300 years**

OUTCOMES:

Through taking this course, students will:

- learn major divisions of the New Testament;
- learn to understand early Christianity's diversity;
- learn to recognize the struggle to sort out the "right" beliefs
- learn how the "Bible" was put together over time
- further formulate points of view
- improve communication skills

GRADING:

- A. 1 (At Home-Before First Class Essay) 2-3 pages..... 10%
- B. 2 (Reading and Reaction Papers) 2 pages each..... 30%
- C. 1 (5-7 pages) Research Paper..... 30%
- D. 1 Final Wrap up Paper (2-4 pages).....15%
- E. ATTENDANCE and PARTICIPATION (Required).....15%

Letter Grading Scale:

| % of Points Earned | Letter Grade | % of Points Earned | Letter Grade |
|--------------------|--------------|--------------------|--------------|
| 100-94 | A | 76-74 | C |
| 93-90 | A- | 73-70 | C- |
| 89-87 | B+ | 69-67 | D+ |
| 86-84 | B | 66-64 | D |
| 83-80 | B- | 63-60 | D- |
| 79-77 | C+ | Below 60 | F |

5. TEXTS:

1. The New Testament: A Historical Introduction to the Early Christian Writings Fifth Edition by Bart D. Ehrman, Oxford University Press 2008 ISBN 9780199757534

2. The Holy Bible (Any translation is acceptable)-Not available at the UB Bookstore. Try your local libraries, family, friends.

Other Relevant Materials to be provided by Instructor.

ACADEMIC POLICIES: All relevant academic policies of UB/IDEAL apply.

All papers are to be typed, double spaced, 11 or 12 point font.

Assignments: At home essay due week 1, Reading and Reaction Papers due weeks 2 and 3 only, Research paper week 4, Final wrap up paper week 5.

There will be 5 written assignments required of all students. Student’s written assignments will be evaluated on his/her demonstration of **knowledge** (definitions, descriptions, etc.), **comprehension** (inferences, summaries); and **application** (proposing changes, personal experiences, etc.) of the material. The student must demonstrate reflection on and reaction to the issues discussed in class and in the readings. These reactions may include personal insights, identified biases, and value conflicts.

First At Home assignment: 2-3 pages typed. DUE ON THE FIRST DAY OF CLASS. You do not need the textbook to complete this essay. (For expectations, see Evaluation Rubric towards end of Syllabus)

Essay Question for At Home assignment:

Briefly describe a memorable experience of making contact with the New Testament (reading it, listening to its stories, etc.). Why do the Scriptures affect in this manner? Do they have the power to affect everyone in the same way?

AT HOME ASSIGNMENTS:

Week One:

First Assignment Due

Readings:

Chapter One, "What is the New Testament?"

Chapter Two, "Do We Have the Original New Testament?"

Chapter Five, "The Traditions of Jesus in Their Greco-Roman Context"

Week Two:

First Reaction Paper Due

Readings:

Chapter Three, "The World of Early Christian Traditions"

Chapter Four, "The Jewish Context of Jesus and His Followers"

Chapter Six, "The Christian Gospels: A Literary and Historical Introduction"

Chapter Seven, "Jesus, the Suffering Son of God: The Gospel According to Mark"

Selections from the New Testament, TBA

Week Three:

Second Reaction Paper Due

Readings:

Chapter Eight, "The Synoptic Problem and Its Significance for Interpretation"

Chapter Nine, "Jesus, the Jewish Messiah: The Gospel according to Matthew"

Chapter Ten, "Jesus, the Savior of the World: The Gospel according to Luke"

Chapter Eleven, "Luke's Second Volume: The Acts of the Apostles"

Selections from the New Testament, TBA

Week Four:

Research Paper Due

Readings:

Chapter Twelve, “Jesus, the Man Sent from Heaven: The Gospel according to John”

Chapter Thirteen, “From John’s Jesus to the Gnostic Christ: The Johannine Epistles and Beyond”

Chapter Fourteen, “Jesus from Different Perspectives: Other Gospels in Early Christianity”

Chapter Sixteen, “Excursus: The Historian and the Problem of Miracle” Selections from the New Testament, TBA

Week Five:

Final Paper Due

Readings:

Chapter Fifteen, “The Historical Jesus: Sources, Problems, and Methods”

Chapter Eighteen, “Jesus, the Apocalyptic Prophet”

Chapter Nineteen, “From Jesus to the Gospels”

Chapter Twenty-Three, “The Gospel according to Paul: The Letter to the Romans”

Evaluation Rubric

An ‘**A**’ essay will have the following qualities (in no particular order):

1. *Logical Organization*- a clear and identifiable thesis; compelling arguments in its defense; questions for further inquiry
2. *Originality*- ideas developed after substantial consideration; that lead to further thought
3. *Clear Language*- few, if any, grammatical mistakes; inspired word usage (avoid clichés)

A ‘**B**’ essay will have 2 of the 3 above components, or all 3 partially executed; a ‘**C**’ essay will have 1 of the 3 above components, or 2 partially executed; a ‘**D**’ essay will have 2 of the elements partially executed; an ‘**F**’ essay will be uninspired and deficient. (*Type and double space all essays.*)

Thesis

All essays **must** have an **underlined** thesis. A thesis is a statement (usually one sentence) that summarizes the main point of your essay. It is always your **answer** to the essay question.

Your thesis **must** contain **both** a “conclusion” and an “argument,”—in other words, your “answer” to the question and the “reasoning” behind your answer.

E.g. the essay question asks, “Which color is more beautiful, purple or blue?”

The “conclusion” or “yes/no” answer is whatever color you find more beautiful, for the sake of argument: purple.

The “argument” or “reasoning” is why you believe purple to be more beautiful: “because it is a combination of two colors.”

Your thesis then is: “Purple is more beautiful than blue because it is a combination of two colors.”

Reasoning

The aim of an essay is to communicate clearly in writing why you think what you think. The majority of your essay will be given over to this task.

Having written the above thesis, you would have to prove the following:

- 1) Establish as fact that blue is a primary color and that purple is an additive color
- 2) Establish a connection between complexity and beauty. To do so, you’ll need to define “beauty” and demonstrate its relation to complexity
- 3) Establish that shades of purple are still more beautiful than shades of blue

Purpose

Explain to the reader the purpose and worth of your essay in both the introduction and conclusion, much like a “before and after” snapshot. Indicate what you have learned/come to doubt.

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- **Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of “B” in the course, the final grade would be a “C”).**
- **Missing two or more class sessions will be cause for a failing grade.**

Incomplete grade

An incomplete may be given, at the discretion of the instructor, to those students who fail to complete assignments due the last day of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes will not be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

<http://www.bridgeport.edu/pages/2595.asp>

Spring2013

- Add and/or Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start of classes.....100% Tuition Refund
- Drop prior to the second class session.....75% Tuition Refund
- Drop prior to the third class session.....50% Tuition Refund
- Drop after the third class session.....0% Tuition Refund

****Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, *you must contact your instructor* in writing before or after the first class/first week. However, a grade reduction will apply.**

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <http://www.bridgeport.edu/pages/2595.asp>

Cell Phones

Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term

approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNNet username and password. To access WebAdvisor, go to:

<http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library’s website: <http://www.bridgeport.edu/library>.

Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNNet account (see above).

Using Computers

Open access computer labs are available at three campuses:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations/ Weather Policy

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.

Bridgeport – 203-576-4159

Waterbury - 203-573-8501

Stamford – 203-358-0700

IMPORTANT CONTACT INFORMATION

| Office | Contact | Telephone | Email |
|------------------------------|--------------------|----------------|---------------------------|
| Bridgeport Campus Security | | (203) 576-4911 | ubsecurity@bridgeport.edu |
| Bursar | Robinson Hernandez | (203) 576-4692 | bursar@bridgeport.edu |
| Cashier | Lana Mistry | (203) 576-4682 | cashier@bridgeport.edu |
| Financial Aid | | (203) 576-4568 | sfs@bridgeport.edu |
| Registrar | | (203) 576-4642 | registrar@bridgeport.edu |
| Emergency Notification Phone | | (203) 576-4159 | |
| Distance Education Office | | (203) 576-4853 | ubonline@bridgeport.edu |
| IDEAL Office | | (203) 576-4800 | idealinfo@bridgeport.edu |

CAMPUS CONTACT INFORMATION

| Campus | Address | Telephone | Email |
|--------------|---|----------------|--|
| Bridgeport | 126 Park Avenue Bridgeport, CT 06604 | (203) 576-4800 | idealinfo@bridgeport.edu |
| Stamford | 5 Riverbend Drive Stamford, CT 06750 | (203) 358-0700 | ubstamford@bridgeport.edu |
| Waterbury | 84 Progress Lane Waterbury, CT 06705 | (203) 573-8501 | ubwaterbury@bridgeport.edu |
| Woodbridge | 6 Lunar Drive Woodbridge, CT 06525 | (203) 576-4800 | idealinfo@bridgeport.edu |
| IDEAL Office | | (203) 576-4800 | idealinfo@bridgeport.edu |

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|---|---|
| Directions to IDEAL Campus locations | http://www.bridgeport.edu/pages/2260.asp |
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is **001416**.
Federal Student Aid Information: 1-800-433-3243.