



## Course Syllabus (open to revision until Fall term 2024 begins)

The Book of Jeremiah WYB5391H

Wycliffe College

Toronto School of Theology

Fall 2024

### Instructor Information

Instructor: Lissa M. **Wray Beal**, PhD, Professor of Old Testament  
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### Course Identification

Course Number: WYB5391H  
 Course Format: In-person. A 5000-level course  
 Course Name: The Book of Jeremiah  
 Course Location: Wycliffe College  
 Class Times: Thursdays, 10 am-1 pm, September 12-December 5  
 Prerequisites: Biblical Hebrew; LXX Greek also recommended but not required. LXX Greek may serve as a primary pre-requisite for those without Biblical Hebrew (check with professor)

*We wish to acknowledge this land on which Wycliffe College operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work and worship on this land.*

### Course Description

The book of Jeremiah is the longest of the major prophets and is a source of significant New Testament quotations. Its central focus on judgment and lament is countered by only a few chapters of hope for restored fortune. Despite the book's complexity that lends itself to sustained critical engagement, it also serves as a profound theological and pastoral resource. This course explores the book through six key questions: what is the import of the textual variance in the Jeremianic material? does the book have a discernible structure or modes of organization? what is the role of history and of the prophetic person/*persona* within the book? what message does the book have and how is it communicated? how has the book been received and responded to? how does the book relate to the larger canon of scripture? Each question takes up enduring critical issues and will immerse students in deep exegetical study of the text, engage them with diverse scholarship across the ages and globe, and call them to consider the message and implications of the text in our own contexts.

The course will consist of lectures at key points in the course content. Most of the class time will operate as a workshop with students leading, and engaging discussion of key biblical passages, commentaries,

and additional readings. Preparatory reading serves as the basis for student-led in-class discussion. Students will complete translations of select biblical passages, a short critical interaction, and a final research paper on a topic pertinent to the course content.

## Course Resources

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### Required Course Texts/Bibliography

The following are required; all are available through U of T libraries. Those available online are so marked. Most will be available on the Quercus page under Library Reading List so check there first.

- *An Introduction to the Study of Jeremiah* by C. L. Crouch. T & T Clark Approaches to Biblical Studies, 2017 (available online).
- *The Book of Jeremiah* by John Goldingay. NICOT, 2021 (available online).
- *Commentary on Jeremiah* by Jerome (translated by Michael Graves). ACT, 2011.
- Several articles will be part of the required reading. These are noted in abbreviated form on the course outline and included in the select bibliography. Online access is noted where applicable.

### Recommended Books and Resources

- *Jeremiah Through the Centuries* by Mary Chilton Callaway. Wiley Blackwell Bible Commentaries, 2020 (available online).

### Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus). Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

## Course Learning Objectives/Outcomes

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### Wycliffe College

#### Graduate Level

Each graduate program has detailed statements of "degree level expectations" (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p align="center"><b>EXPECTATIONS:</b>  <i>In this course students are expected to demonstrate the following:</i></p>		
<p><b>1. Depth and Breadth of Knowledge</b> is defined as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary &amp; secondary sources, historical developments and inter-disciplinarity.</p>	<p>Students will analyze, research, and discuss the book of Jeremiah to interpret its structure and themes, identify its translational and interpretive challenges, and identify its message for past and present contexts</p>	<p>Lectures, seminars, student-led discussion, critical interaction, final research paper</p>
<p><b>2. Research and Scholarship</b> is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research &amp; assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.</p>	<p>Students will identify and research a particular passage or issue, appraising and incorporating scholarship towards supporting a thesis; they will organize and prepare to communicate their findings in written form; they will identify potential further research directions and connections to the New Testament suggested by their research.</p>	<p>Final research paper, critical interaction</p>
<p><b>3. Level of Application of Knowledge</b> is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p>	<p>Students will prepare an original work of research, analyzing a selected passage or topic, engaging and evaluating a breadth of scholarship, and preparing and defending a stated thesis; students will read and discuss both modern and premodern interpreters</p>	<p>Final research paper; student-led discussion; critical interaction; reading commentaries and assigned course readings</p>
<p><b>4. Professional Capacity or Autonomy</b> is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional</p>	<p>Students will identify major issues for ongoing research in the book of Jeremiah; students will appraise different interpretive methods, particularly considering the use of Jeremiah within NT texts, and the use of Jeremiah within</p>	<p>Course lectures and readings; critical interaction; final paper</p>

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
vocations for which an advanced understanding of Theological Studies is necessary or beneficial.	preaching/teaching contexts in church	
<b>5. Level of Communication Skills</b> is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.	Students will prepare a final research paper that formulates a defensible thesis, assesses a breadth of research, constructs a defensible and measured argument to defend the thesis, and demonstrate AD-level writing skill; student will prepare a critical interaction and use that as the basis for leading class discussion	Final research paper, leading class discussion
<b>6. Awareness of the Limits of Knowledge</b> is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.	Students will recognize the ongoing nature of Jeremiah research, its timeliness in postcolonial and trauma contexts, and the interplay of hermeneutics, social location, and ecclesial location necessary to the task.	Lectures and course readings and discussion of modern and premodern interpretive approaches; research paper; critical interaction.

## Evaluation

### Requirements

- Attendance is mandatory and expected. Consistent lateness or absence can result in penalty up to and including course failure.
- Preparation for each class is also expected and will enrich in-class discussion and the experience for you and your colleagues. See the course outline for assigned biblical text, textbook, and additional readings.
- All written assignments are due as indicated on the syllabus and submitted on Quercus, unless otherwise noted.
- Plagiarism is a serious offense. The minimum penalty for a plagiarized paper is the grade of zero. If you borrow ideas or distinctive phrases, you must acknowledge your source(s) properly.

The final grade for the course will be based on evaluations in the following areas:

1. **Engaging in class seminars (10%).** Much of the class time will operate as a workshop where students and professor will learn together through engagement of the biblical text, commentaries, and readings. Students are expected to assume responsibility to attend regularly and contribute to the learning experience. Active participation by asking questions and sharing insights is expected. See participation rubric at end of syllabus.
  - a. For each class, be prepared to discuss the passages listed for each week, with particular attention given the translation focus passage (see below). Be prepared also to discuss the accompanying commentary by Goldingay and Jerome, and any additional readings assigned or found helpful. Feel free to read more widely and bring insights gained to class. You are encouraged to bring the commentaries and other readings to class for reference.
2. **Preparing translation for class (hand in 5) (20%; due on Quercus by 11:59 pm the day before class).**
  - a. In Weeks 3-12 there are several passages noted along with one as a “translation focus.” For all weeks, become familiar with the passage(s) by reading several times and noting questions or comments for discussion.
  - b. For five of these weeks, sign up in the Pages Tab in Quercus and translate and submit on Quercus the focus passage(s). Include pertinent comments on the textual apparatus as it impinges on your translation and note any significant alternate translations. In these weeks, you are expected to give a strong contribution to the class discussion on translation issues. For one of these five weeks, you will lead the class discussion.
3. **Critical Interaction, Lead Class Discussion (25%; critical interaction due by 11:59 pm the day before you lead class discussion).** Students will sign up (see Pages Tab in Quercus) at the start of class for one week. In that week you will lead discussion of the translation focus passage and one article that works with that passage as indicated on the sign-up sheet. Before class,
  - a. prepare a critical interaction of the article and 3-5 discussion questions or comments and submit by Quercus (see the “how to” instructions at the end of the syllabus); and
  - b. on the assigned day, you will lead class discussion for about 30 mins. Use approximately 10 mins to lead class discussion of any textual or translation issues in the passage. You will then lead your colleagues in discussion of the article for approximately 20 mins.
4. **Statement of Research Intent for Final Paper (10% due no later than 11:59 pm the day before class in Week 9, November 14).** In no more than a page (single-spaced) provide the information requested in the “preparing a paper proposal” information at the end of this syllabus. Before selecting a passage/topic you are strongly encouraged to talk with me.
5. **Final Research Paper (35% due on Quercus by 11:59 pm on Week 11, November 28).**

### Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good

B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Late work (Graduate).** The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

## **Policies**

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

### **Wycliffe Plagiarism Policy (November, 2022)**

1. In cases of academic dishonesty, Wycliffe College will follow the policy and procedures in the [University of Toronto's 'Code of Behaviour on Academic Matters'](#), as understood in the TST *Basic Degree Handbook*, section 15.1.2-4 (see appendix).

Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate



according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters*

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>, a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges  
[http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)

2. When a professor has reasonable grounds to suspect academic dishonesty, the professor shall notify the student and invite the student to discuss the matter. If it is established that a violation of the policy has occurred, or if the student fails to respond to the professor’s invitation, a report shall be made to the program director and copied to the Registrar and to the student.
3. If the student is a member of another college, the professor shall make an additional report to the Principal, who will bring the matter to the attention of the appropriate college head.
4. We recognise that in many cases the first occurrence can be a useful teaching moment. When an incident is a first offense, it lies within the professor’s discretion to issue a warning, to ask for work to be resubmitted, or to assign a zero for the assignment. In any event, notification of action taken shall be reported to the program director and Registrar.
5. When it is determined by the program director or the Registrar that a student has committed a second offense of academic dishonesty, the matter shall be referred to the Principal.

**Use of AI.** Use of AI generated material (such as ChatGPB or other AI sources) is prohibited for all coursework unless specifically allowed by the professor. Should a student be found to use generative AI without permission, the assignment will be considered as plagiarized and will be graded at zero.

**Recording Policy.** Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability (as identified by the Accessibility Services). These students should speak to the instructor in advance of the class.

If a course is to be recorded (either by a student or the instructor), the following guidelines apply:

- Students must be given notice that lectures or a lecture will be recorded, preferably well before the recorded class. Consent forms are available from the Registrar’s office.
- Students must be given the option to opt out of recorded classes without penalty. Students who wish to remain anonymous in a recorded lecture will not be penalized for this choice – if, for example, participation is a required component of the course, students will be given another option to earn participation credit that will not be recorded.
- Students creating unauthorized audio and/or video recording of lectures violate an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

**Back-up copies.** Please make back-up copies of essays before handing them in. Assignments must be submitted through Quercus unless otherwise specified.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN

system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, nor can the instructor readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## Course Schedule

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*Note: all readings are available through the library unless marked with \*\*. Most also will be loaded to the Quercus page under Library Reading List.*

As pertinent, each week will engage the 6 critical questions stated in the course outline: [1] translation issues and textual variants, [2] structure and rhetorical features, [3] historical background and/or prophetic *persona*, [4] theological message, [5] reception and response, and [6] relation to canonical context.

We will spend time in each class discussing the translation focus passage, the commentaries by Goldingay and Jerome, and the readings.

### INTRODUCTION

**Week 1** *Introduction; Getting Oriented to Jeremiah Scholarship*

**Sept 12** Read: Crouch, *An Introduction to the Study of Jeremiah*

Recommended Read: Shead, "The History of Interpreting Jeremiah as Christian Scripture"

**Week 2** *Jeremiah: Structural Issues, Metaphors*

**Sept 19** Read: Abernethy, "Theological Patterning in Jeremiah"; \*\*Kessler, "The Function of Chapters 25 and 50-51" in *Troubling Jeremiah*; Claassens, "'Like a Woman in Labor'"; Moughtin-Mumby, "Introduction" and "Jeremiah 2:1-4:4" in *Sexual and Marital Metaphors*

### PROPHETIC LIFE, PROPHETIC PERSONA

**Week 3** *Jeremiah's Call and Ministry (Jeremiah 1-2 [translation focus: Jer 1:1-19])*

**Sept 26** Due: Translation Focus Passage for those signed up

Read: Pikor, "A Prophet as Witness to His Call"; Seitz, "The Prophet Moses and the Canonical Shape of Jeremiah"



**Week 4** *Prophetic Word Spoken and Embodied (Jeremiah 4:1-6:30; 13:1-11; 16:1-9; 18:1-12*  
**Oct 3** *[translation focus: Jer 13:1-11])*

**Due: Translation Focus Passage for those signed up**

Read: Diamond and O'Connor, "Unfaithful Passions"; Lalleman, "Jeremiah, Judgment, and Creation"; Carvalho, "Drunkenness, Tattoos, and Dirty Underwear"

**Week 5** *Prophetic Lament (Jeremiah 11:18-20; 12:1-4; 15:10, 15-18; 17:14-18; 20:7-18*  
**Oct 10** *[translation focus: 20:7-18])*

**Due: Translation Focus Passage for those signed up**

Read: Bosworth, "Tears of God in the Book of Jeremiah"; \*\*Wray Beal, "Prophetic Ministry in Jeremiah 20.7-18"

### THE PROBLEM

**Week 6** *Israel's Failure (Jeremiah 7:1-8:3; 26:1-24 [translation focus: Jer 7:1-15])*

**Oct 17** **Due: Translation Focus Passage for those signed up**

Read: Avioz, "A Rhetorical Analysis of Jeremiah 7:1-15"; Balentine, "The Prophet as Intercessor"; Phillips, "'Do Not Pray, Plead, or Pester Me'"

**Week 7** *Israel's Failure (Jeremiah 11:1-17 [translation focus: Jer 11:1-14])*

**Oct 24** **Due: Translation Focus Passage for those signed up**

Read: Goldingay, "Wrongdoing," in *Theology of Jeremiah*

**October 31 – No Class; Reading Week**

**Week 8** *True and "False" Prophets (Jeremiah 23:9-32; 26:1-29:32 [translation focus: Jer 23:16-24])*

**Nov 7** **Due: Translation Focus Passage for those signed up**

Read: \*\*Wessels, "I've Had It With You"; Overholt, *The Threat of Falsehood* [dissertation available online at library]

### TOWARDS A SOLUTION

**Week 9** *Listening and Repenting (Jeremiah 3:1-25; 26:1-9; 35:1-19; 36:1-32 [translation focus: Jer 3:1-13])*

**Nov 14** **Due: Paper Proposal; Translation Focus Passage for those signed up**

Read: Yates, "Narrative Parallelism and the 'Jehoiakim Frame'"; Kalmanofsky, "The Dangerous Sisters"

Recommended Read: Instone Brewer, "Three Weddings and a Divorce"

**Week 10** *Yahweh's Instrument: Babylon (Jeremiah 25, 39, 50-51 [translation focus: Jer 25:1-14])*

**Nov 21** **Due: Translation Focus Passage for those signed up**

Read: Biddle, "Contingency, God, and the Babylonians"; Smelik, "My Servant Nebuchadnezzar"; \*\*Wray Beal, "The Monstrous, the Prophetic and the Enduring"

**Week 11** *Yahweh's King and Yahweh's Word (Jeremiah 21:1-23:6; 36:1-32 [translation focus: Jer 22:1-5 and 23:1-8])*

**Nov 28** **Due: Final Research Paper for those signed up**

Read: Katho, "The Use and Abuse of Political Power" in *Reading Jeremiah in Africa*; Maier, "God's Cruelty and Jeremiah's Treason"; \*\*Shead, "Word and Permanence" in *A Mouth Full of Fire*

**Week 12**  
**Dec 5**

***Restoration Promised (Jeremiah 31:1-33:26 [translation focus: Jer 31:31-40])***

**Due: Translation Focus Passage**

Read: Harris, "How the Apostles Read Jeremiah as Christian Scripture"; Yates, "We are Not Apostles: Limits on Reading Jeremiah Like the Apostles"; Wray Beal, "Emulating the Apostles: Reading Jeremiah as Christian Scripture in the Footsteps of the Apostles" all in Abernethy, ed., *The Prophets and the Apostolic Witness*

DRAFT

**Participation Rubric**

<b>CLASS</b>	<b>5 - Excellent</b>	<b>4 - Good</b>	<b>3 - Average</b>	<b>2 - Below Average</b>	<b>1 - Unacceptable</b>
<b>PARTICIPATION</b>	<b>Participation</b>	<b>Participation</b>	<b>Participation</b>	<b>Participation</b>	<b>Participation</b>
<b>Guide and Rubric</b>					
<b>Class discussion/ Peer interaction/  Pair work</b>	Consistently and actively supports, engages, listens and responds to peers. Takes initiative in interaction. Participates in a meaningful way in class discussions. Stays on task.	Makes a real effort to interact with peers daily but does not take initiative. Some active participation in class discussions. At times deviates from task.	Some effort to interact with peers but does not take initiative. Minimal participation in class discussions. Sometimes deviates from task.	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.	Virtually no interaction with peers and does not participate in class discussions.
<b>Preparation</b>	Arrives fully prepared at every class session.	Arrives mostly, if not fully, prepared.	Arrives generally prepared.	Preparation is inconsistent.	Rarely or never prepared.
<b>Contributes in a meaningful way</b>	Comments often advance the level and depth of classroom <u>dialogue</u> ; elicits the contributions of others.	Relevant comments are based on assigned material; elicits the contributions of others.	When prepared, (which is most of the time) relevant comments are based on assignments.	When prepared, some relevant comments are based on assignments, some comments not relevant and deviate from assignments.	Class contributions lack relevance or almost never comments.
<b>Attention</b>	Consistently attends to instruction and presentations; does not disrupt others ability to listen. Always pays attention.	Mostly attends to instruction and presentations and does not disrupt others; does not do other work during instruction and pays attention well.	Sometimes attends to instruction and does not disrupt others; does not do other work during instruction and/or pays attention some of the time.	Sometimes disruptive of others during instruction; sometimes does other work during instruction and/or lacks attention sometimes.	Frequently disruptive during instruction and/or does other work during instruction; rarely pays attention.

**You may positively affect your participation grade by:**

1. Attending class and actively participating in a meaningful way.
2. Preparing for each class.
3. Making effective comments that raise overall level of discussion. (Comments that are off task and disruptive will negatively affect your grade).
4. Assisting and helping other classmates during active class work and staying on task.
5. Asking thoughtful questions that will enhance discussion and engage peers.
6. Asking questions when you don't understand or would like a second explanation. Often there are others that will benefit as well.
7. Listening carefully to, supporting, and engaging your peers in discussion. This will essentially improve other's learning experience and your own.
8. Taking care never to make negative, offensive, and/or disrespectful comments during discussion.
9. Being respectful and kind towards every person in the class.

(With permission for use from Professor Catherine Rust-Akinbolaji, Providence University College)

### How to Prepare a Critical Interaction on an Article

The following steps will help you prepare a critical interaction on a selected article. Your interaction should be 5-6 pages typed, double-spaced, Times New Roman 12 point, 1" margins, plus an additional page for the discussion starters:

1. Include a cover page
2. Head up the first page of the interaction with full bibliographic information for the article.
3. A critical interaction *is not* a review of the article and should not include a detailed summation of the article's contents (your student colleagues and I will have read the article). Instead, in a paragraph or two, state the author's thesis (i.e., what is the article arguing, or, what is the article attempting to do?) and the method(s) by which the author seeks to pursue that thesis.
4. A critical interaction *is* your discussion of select **key** issues, arguments, or assumptions that the author brings to the article and explores in its pages. Here, you must interact *critically* with them. That is, you must express (dis)agreement of some of these key ideas, and specifically state the nature of your (dis)agreement. Rather than giving a shopping list of many issues and simply a brief notation of agreement or disagreement, a critical interaction should explore that (dis)agreement. For instance: Why do you (dis)agree? Where is the author's argument flawed or helpful? What are its implications? Etc. Remember that no article is perfect, and rarely without merit, so be sure to express both points of disagreement and agreement with the book.
5. In a last sentence or two, state the main benefit or disservice you think the article brings to its intended audience.
6. Following the 5-6 page interaction, on a separate page provide 3-5 discussion starters for the class discussion. These should be thoughtful questions that get at key ideas within the article. Alternately, they may include short key excerpts from the article from which you then pose a question or comment for further discussion.
7. Any reference to the article can be placed in parenthesis within the body of the text, citing the page number.
8. In your critical interaction you may choose to interact more broadly with other articles/readings from the course or your own research. This is not required but may prove helpful to make your critical points. If you do so, provide a bibliography and any references to these additional resources should be cited in appropriate footnotes. Be sure that your critical interaction does not become primarily focused on these other optional readings. Rather, only use them briefly to provide further support for your own ideas. Focus your interaction on the article selected.

### Preparing a Paper Proposal and Rubric

A proposal is prepared after you have begun your research, and after you have read enough to have a sense of the “lay of the land” for the topic you wish to engage (that is, you have a sense of the major issues involved, some of the crucial writers on the topic, what some of the subsidiary questions are and those you wish/don’t wish to engage, and what particular question you wish to pursue). You are at the point where you will still need to do more research to write the paper, but you can at this point say the following with some confidence:

	Weight
1. <b>Selection of Biblical Passage, Theme, or Critical Issue.</b> State simply, as a title. For example, “An Exegetical Paper on Jeremiah 25:15-29,” “The Sign Acts as Prophecy in Jeremiah,” “The ‘Good Figs’: Jeremiah’s Attitude towards the Exiles,” “Textual Variation in LXX Jeremiah,” “Personal Oracles Given to Jeremiah’s Supporters.” This may not be the precise title you give your final paper, but it shows you have a clear idea what you are investigating.	5
2. <b>State the method by which you will investigate the subject.</b> Is it an exegetical paper? A comparison, perhaps of similar passages in Jeremiah, or of the Hebrew to the Greek text? Will you be comparing/contrasting different scholars’ approaches to a particular issues? Will you bring a current question (of ethics, perhaps) to investigate what Jeremiah says about the topic? Will you be synthesizing several approaches within the scholarship and presenting your own approach to the particular problem? The question here is: what method will you use to investigate the question or topic that you are posing?	15
3. <b>State the parameters (i.e., the limits) of your project.</b> If you are doing an exegetical paper, why have you chosen the beginning/end the passage that you do? If exegetical, will you set your project in the larger contexts of Jeremiah, the prophets, OT, whole canon? If a comparative paper, how many scholars will you compare/contrast (and why these two); which of these scholars works will you use? Be aware of how you might need to limit what you are doing to focus your paper, given the page-parameters you are allowed (e.g., a paper exploring the sign-acts in Jeremiah may choose not to set these signs acts against those in other prophetic books; or, if you are investigating a question of ethics (e.g., God’s violence in Jeremiah) you might state all the texts that deal with this, but choose only some of these texts to work with (and why the choice?).	15
4. <b>Give a brief statement of thesis. That is, what do you expect to demonstrate or prove?</b> This may still be preliminary, but based on your preliminary research you should have an idea of what you wish to communicate or prove.	30
5. <b>Give a brief outline of your paper (in point form).</b> This might change as you continue to research and write, but you should have a good sense of what should be included and how you will present it.	15
6. <b>Provide your preliminary bibliography that has enabled you to adequately formulate your paper topic.</b>	20
<b>Total</b>	<b>100</b>

## Select Bibliography, including Course Readings

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