SYLLABUS
FOR

COURSE NUMBER AND NAME: BI 4215/4315 The Devotional and Wisdom Literature of the Old Testament

CATALOGUE DESCRIPTION: Salient characteristics of the devotional and wisdom literature of the Old Testament; major themes of Psalms, Job, Proverbs, Ecclesiastes and the Song of Solomon; special attention to selected passages.

PREREQUISITES: University Standards.

NUMBER HOURS CREDIT: 2/3

________________________________________

Course Faculty

________________________________________

Department Chair, V. P. Black College of Biblical Studies

________________________________________

Dean, V. P. Black College of Biblical Studies

Disability Services

Project Key, a service for students with disabilities at Faulkner University main campus, serves as the central contact point for all students with disabilities, including: Harris College of Business, V.P. Black College of Biblical Studies, Alabama Christian College of Arts and Sciences, Jones School of Law and all extended campuses. Students are responsible for
informing the University of their need for accommodations and services. 
Contact Pat Morrow, Director of Project Key at 334-386-7185, or 1-800-879-9816, extension 7185. Email pmorrow@faulkner.edu, or www.faulkner.edu and click on University Services.

BI 4215/4315 Devotional and Wisdom Literature
V. P. Black College of Biblical Studies
Dr. Randall C. Bailey
Professor

I. **PURPOSE:** The purpose of this course is to lead the student into a deeper understanding of the devotional and wisdom literature. Specifically, this course examines the historical background, composition, purpose, and contents of these books in order to determine what part they played in the nation’s history, as well as make application in the modern world.

II. **COURSE OBJECTIVES:** Upon completion of this course the student will:

A. Have a greater understanding of the nature of devotional and wisdom literature and its relation to the inspiration of the Bible.

B. Have a basic understanding of the historical background, history of interpretation, and message of the devotional and wisdom literature.

C. Have surveyed the hermeneutical use made of the devotional and wisdom literature by various interpreters to the present.

D. Be able to make practical application regarding how a study of this material may be explored in today's world of preaching and teaching.

III. **COURSE PREMISE, PHILOSOPHY AND METHODOLOGY:**

This course reaches its didactic goals through the cooperative efforts of the professor and the student. The *course premise* is that students learn this material best by written assignments, class discussion, and research that integrate every aspect of the student's learning process. The *course philosophy* is that students who participate to the best of their ability in all of these areas will have greater success that those who do not. The *course methodology* involves written assignments designed to afford the student every opportunity to demonstrate competence in the basic understanding the structure of the poetic and wisdom genre of the Hebrew Bible. The professor's responsibility is to provide a proper learning environment for the student to succeed (i.e., pass) in this particular area of study. The student's responsibilities include, but are not limited to, the successful completion of all assignments, which prepares that student for class
participation and his/her class contributions to the material covered in the various sessions. Each student should also take personal initiative to go beyond these assignments seeking other available data that will, when added to the assignments, give the class a breadth and depth not otherwise available.

IV. CONTENT OUTLINE

A. **Jan 12: Topic:** Introduction of the scope and nature of the class—Syllabus, Textbooks, Requirements, Expectations, etc
   1. Read Lecture 01: Wisdom in its ANE and OT
   2. Read *EOL (Exploring the Old Testament, Lucas)*, 79ff

B. **Jan 17: Topic:** Wisdom in its ANE and OT Contexts
   1. Read Lecture 01: Wisdom in its ANE and OT Contexts
   2. Read *EOL (Exploring the Old Testament, Lucas)*, 79ff
   3. **Discussion/Lecture Notes Due 11:59, Jan 16**

C. **Jan 19: Topic:** Wisdom in its ANE and OT Contexts
   1. Read Lecture 01: Wisdom in its ANE and OT Contexts
   2. Read *EOL*, 79ff
   3. **Discussion/Lecture Notes Due 11:59, Jan 18**

D. **Jan 24: Topic:** Characteristics of Hebrew Poetry
   1. Read Lecture 02: Characteristics of Hebrew Poetry
   2. Read *EOL*, 67ff.; *Smith*, 13ff
   3. **Discussion/Lecture Notes Due 11:59, Jan 23**

E. **Jan 26: Topic:** Characteristics of Hebrew Poetry
   1. Read Lecture 02: Characteristics of Hebrew Poetry
   2. Read; *EOL*, 67ff.; *Smith*, 13ff
   3. **Discussion/Lecture Notes Due 11:59, Jan 25**

F. **Jan 31: Topic:** 1st GPM

G. **Feb 02: Topic:** Theodicy and the Book of Job
   1. Read Lecture 03: Theodicy and the Book of Job
   3. **Discussion/Lecture Notes Due 11:59 Feb 01**

H. **Feb 07: Topic:** Theodicy and the Book of Job
   1. Read Lecture 03: Theodicy and the Book of Job
   3. **Discussion/Lecture Notes Due 11:59 Feb 06**
I. **Feb 09: Topic:** Theodicy and the Book of Job  
1. Read Lecture 03: Theodicy and the Book of Job  
3. *Discussion/Lecture Notes Due 11:59 Feb 08*

J. **Feb 14: Topic:** Theodicy and the Book of Job  
1. Read Lecture 03: Theodicy and the Book of Job  
3. *Discussion/Lecture Notes Due 11:59 Feb 13*

K. **Feb 16: Topic:** Theodicy and the Book of Job  
1. Read Lecture 03: Theodicy and the Book of Job  
2. Read *EOL*, 117ff.; *Smith*, 31ff  
3. *Discussion/Lecture Notes Due 11:59 Feb 15*

L. **Feb 21: Topic:** Theodicy and the Book of Job  
1. Read Lecture 03: Theodicy and the Book of Job  
2. Read *EOL*, 117ff.; *Smith*, 31ff  
3. *Discussion/Lecture Notes Due 11:59 Feb 20*  
4. *Book Review due*

M. **Feb 23: Topic:** 2nd GPM

N. **Feb 28: Topic:** The Psalter  
1. Read Lecture 04: The Psalter and Your Prayers  
2. Read *EOL*, 1ff.; *Smith*, 183ff  
3. *Discussion/Lecture Notes Due 11:59 Feb 27*

O. **Mar 01: Topic:** The Psalter  
1. Read Lecture 04: The Psalter and Your Prayers  
2. Read *EOL*, 1ff.; *Smith*, 183ff  
3. *Discussion/Lecture Notes Due 11:59 Feb 29*

P. **Mar 5-8: Lectureship**

Q. **Mar 13: Topic:** The Psalter  
1. Read Lecture 04: The Psalter and Your Prayers  
2. Read *EOL*, 1ff.; *Smith*, 183ff  
3. *Discussion/Lecture Notes Due 11:59 Mar 12*  
4. *Lectureship Notes Due*

R. **Mar 15: Topic:** The Psalter
1. Read Lecture 04: The Psalter and Your Prayers
2. Read EOL, 1ff.; Smith, 183ff.
3. Discussion/Lecture Notes Due 11:59 Mar 14

S. Mar 19-23: Spring Break

T. Mar 27: Topic: The Psalter
1. Read Lecture 04: The Psalter and Your Prayers
2. Read EOL, 1ff.; Smith, 183ff.
3. Discussion/Lecture Notes Due 11:59 Mar 26

U. Mar 29: Topic: The Psalter
1. Read Lecture 04: The Psalter and Your Prayers
2. Read EOL, 1ff.; Smith, 183ff.
3. Discussion/Lecture Notes Due 11:59 Mar 28

V. Apr 03: Topic: 3rd GPM

1. "How do you view God?"
2. Read and work through the 05 "Green Pastures Worksheet"

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2. Read and work through the 05 "Green Pastures Worksheet"

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2. Read and work through the 05 "Green Pastures Worksheet"

Z. Apr 17: Topic: The Wisdom of Proverbs
1. Read Lecture 06: The Wisdom of Proverbs
2. Read EOL, 91ff.; Smith, 457ff.
3. Discussion/Lecture Notes Due 11:59 Apr 16
4. Green Pastures Discussion Notes Due

AA. Apr 19: Topic: Ecclesiastes
1. Read Lecture 07: Ecclesiastes: Treatise on the Philosophy of Life
2. Read EOL, 145ff.; Smith, 691ff.
3. Discussion/Lecture Notes Due 11:59 Apr 18

BB. Apr 24: Topic: Song of Songs
1. Read Lecture 08: Song of Song: Old Testament Love Poetry
2. Read *EOL*, 175ff.; Smith, 819ff.
3. **Discussion/Lecture Notes Due 11:59 Apr 23**
4. **Research Papers Due**

CC. **Apr 26: Topic: 4th GPM**

DD. **Apr 30-May 03: Final Exams; GPM Presentation of Papers; GPM Grade Sheets Due**

EE. **May 04: Graduation**

FF. **May 07: Final Grades for Graduates**

V. **RESOURCES:**


VI. **COURSE REQUIREMENTS:** Discussion Questions/Notes, Book Review, Lectureship Notes, Green Pastures Discussion, Research Paper

A. **Discussion Questions/Notes: based on the reading of the 08 lectures.** In the schedule this is the first reading assignment for the class. These questions/notes should reflect issues for discussion. These should be electronically by midnight before the next day's class session and are to be used by the student in each session to aid in the discussion of the reading for that class session. **Omission of any readings and questions will result in a lower grade. Students are encouraged to read and develop these discussion issues ahead of the schedule.**

B. **Book Review of either Textbook "A" and "B":** students are encouraged to turn in this paper earlier if possible). See "Appendix 1: Rubrics Grading Table for Book Reviews."

C. **Lectureship Notes:** taken from **at least two lectures** during lectureship week. Students may choose one from the time slot that this class meets, or two lectures from another time in the lectureship which is of greater interest to you. This project is designed to expose the student to other related issues in which he or she
D. **Green Pastures Discussion:** covering the student's reactions to the *Green Pastures Video*. See "Appendix 3: Questions Relating to the Green Pastures Video"

E. **Research paper:** serves as the final exam.

1. It should deal with one of the topics discussed below, or one of the panels such as “Thinking About,” “Digging Deeper,” or “Other Panels” found in textbook “A.”

2. Topics do not have to come from the following list, but must have the permission of the professor.

3. The paper should focus on the topic from the perspective, "What does the wisdom literature/this book say about. . . .?" and should consist of the following components:
   a. **Statement of the Problem** in which the paper states exactly in an introductory paragraph what is being researched.
   b. **Methodology** in which the paper states exactly in a paragraph how the research will proceed.
   c. **Conclusion** in which the paper summarizes the results and draws conclusions from the research.

4. Students may work in groups through **GPMs (Group Project Meetings)** to develop this paper.
   a. Students will divide themselves into groups of three and will meet together on the dates assigned, as well as additional times if needed, to share the results of their research. Groups may be comprised of students from two or three hours credit.
   b. Each group will lay out the major outlines of what they have found in their research.
   c. Each student will be individually responsible for one or more of the themes and facts they have collectively pooled in their various meetings.
5. **Presentation:** The different groups will present their findings in front of the class on the date of the final exam. Each student will present the materials s/he was assigned in collaboration with his/her group as a result of their collaboration (i.e., their research paper).

6. **Grading:** Each group will receive a grade for the project, which will be adjusted individually based on peer ratings by the group members of each person's contribution. Each student will assign grades to their fellow students in the group. These grades will be averaged by the professor to determine each student's GPM grade. This grade will represent 20% of the student's final grade. See Appendices 4 and 5:

   a. Appendix 4: "Rubrics: Rubrics Grading Table for Essay/Research Papers"

   b. Appendix 5 "Group Participation and Presentation Rubric"

7. **BI 4215 students** write a short paper — 3000+ words

8. **BI 4315** write a longer paper — 5000+ words.

9. **Psalter:**

   a. *The certainty of a hearing.* (Is this a response to an answered prayer?)

   b. *The petitions of the Psalter.* (What do they ask for, and how do they expect God to take hold of the situation and change it?)

   c. *Expressions of trust and confidence.* (Why are these so prominent?)

   d. *Death and dying.* (How are these used?)

   e. *Illness and physical distress.* (How are these used? Are there psalms composed expressly as prayers of the sick?)

   f. *Favor and jealousy* in the Psalter.

   g. *Anger and hostility* in the Psalter.


   i. *The Psalter and the worship.* (How close is the association?)

   j. *Praise as social ethos* and religious metaphor.

   k. *The presence and absence of God.*

   l. *Social reality and the psalms.* (What is the relationship between social mores and the use of psalms? Why do we have a tendency to use some psalms again and again, and hardly ever use others? Are there some psalms that we can never use?)
m. *Past views of the Psalter* compared to the church's view of it today. (How did Augustine, Luther, Calvin, etc., perceive the Psalter, and how is this similar or different to our use of it today?)

n. *Psalms compared to songbooks of your particular congregation.* (How many references to the different psalms can be identified and are they used similarly to or differently from their use in the Psalter?)

o. *One of the topics* such as “Thinking About,” “Digging Deeper,” or “Other Panels” found in textbook “A.”

10. **Job:**


   b. *Summarize the argument of one of the participants* (Job, Eliaphaz, Bildad, Zophar, Elihu, or God) relative to Job’s problem. What does a particular character say about Job’s innocence or guilt? Do they have modern counterparts in today’s world?

   c. *The book of Job compared* to its ancient Near Eastern counterparts

   d. *One of the topics* such as “Thinking About,” “Digging Deeper,” or “Other Panels” found in textbook “A.”

11. **Proverbs:**

   a. Relationship between God and man

   b. True and false wisdom

   c. The fool

   d. The sluggard

   e. Characteristics of friendship

   f. Importance and power of words

   g. Characteristics of family life

   h. Life and death

   i. *One of the topics* such as “Thinking About,” “Digging Deeper,” or “Other Panels” found in textbook “A.”

12. **Ecclesiastes:**

   a. The vanity of life–what is it?

   b. Life under the sun–what is it?

   c. The case of life without God–what are the arguments?

   d. The case of life with God–what are the arguments?
e. One of the topics such as “Thinking About,” “Digging Deeper,” or “Other Panels” found in textbook “A.”

13. **Song of Solomon:**

   a. An introduction to the book defending one of the views of interpretations
   b. One of the topics such as “Thinking About,” “Digging Deeper,” or “Other Panels” found in textbook “A.”

**F. Formal Assessment: Specific requirements for all papers:**

1. All papers must have the professor’s approval.


3. The papers **must** be submitted in **electronic formats only** (for the purpose of checking the word count; either via **email** or **disk**, but **must** be in either **Word Perfect** or **MS Word** format.

4. “Appendix 6: Assignments Due Speech”

**G. Informal Assessment:**

1. Regular class attendance in accordance with the University’s 25% rule.

2. Teachers are required to keep attendance records and notify the appropriate offices of every unexcused absence.

   a. Any student who has three unexcused absences in a given class will be required to attend a Tuesday night study hall for the rest of the semester, bringing books and other study materials.

   b. Any student who reaches five unexcused absences will be required to attend study hall Tuesday and Thursday nights for the rest of the semester.

   c. Only Dr. Tucci can excuse the student who has the proscribed
number of unexcused absences from the study hall requirements

3. Students are encouraged to turn in this paper earlier if possible; late work will not be accepted and will receive an F.

4. Evaluation of Professor:
   a. Students must evaluate their professor to be able to be qualified to take the final
   b. Go to http://faulkner.smartersurveys.com
   c. Evaluate the professor, print the receipt and bring to the final

VII. COURSE GRADING: the student’s final average will be calculated as follows:
   A. 25%: Lectureship Notes + Green Pastures
   B. 25%: Discussion Questions/Notes + GPM Grade
   C. 50%: Book Review + Research Paper

VIII. COURSE CALENDAR:
   A. 10:40-12:00 PM, T/R, HP 108
   B. Discussion Questions/Notes—Before Midnight of each Class Session
   C. Book Review—February 21
   D. Lectureship Notes—March 13
   E. Green Pastures Discussion—April 17
   F. Research Paper—April 24
   G. Final Exam—April 30-May 03; Presentation of Papers; GPM Grade Sheets Due

IX. INSTRUCTOR CONTACT INFORMATION:
   A. January 13, 2012
   B. Instructor: Randall C. Bailey, Ph.D.
   C. Office: HP 239
   D. Phone: 334-386-7663
   E. Fax: 334-386-7203
   F. Email: rbailey@faulkner.edu
   G. BlackBoard: http://faulkner.blackboard.com/
   H. Web Page: http://ww2.faulkner.edu/admin/websites/site.cfm?ProfID=rbailey
      (Materials' access should there be technical problems with Bb)
   I. Office Hours: MW 10-12; TR 8-10; F 8-10; by appointment

X. FACULTY AND ADMINISTRATION CONTACT LINK:
XI. ACADEMIC POLICIES:

A. **Attendance.** See detailed attendance policy under “COURSE REQUIREMENTS AND EVALUATION” above.

B. **Academic Honesty.** Cheating on an examination, plagiarism on a writing assignment or any other possible action involving academic dishonesty will result in the awarding of a zero for the assignment in question. A second incident will result in a failing grade for the course.

C. **Electronic Devices:**

1. The use of electronic devices such as cell phones, computers, PDAs, MP3 players, WiFi, etc., are strictly prohibited during assessments (exams, quizzes, etc.). (Laptop computers may be used during instructional time for note taking purposes only)

2. The use of cell phones during the established instructional time for a class is prohibited. (Cell phones must be turned off or at least set to silent operation during established instructional time.

3. The use of instant messaging or other textual messaging tools during the established instructional time for a class is prohibited.

4. The use of the camera or imaging function on any device is strictly prohibited due to privacy and safety issues. (Violation will result in confiscation and disciplinary action.)

5. Non-compliance with the above policies will result in at least the confiscation of the device until the end of the class period. (Any and all consequences pertaining to classroom behavior listed in the Faulkner University Student Handbook may also be applied.)

D. **Classroom Behavior, Dress, etc.** Regulations in the Student Handbook should be considered the minimum standards for conduct in this classroom

E. **Honor Code:** As members of the Faulkner Community, we commit ourselves to acts honestly and responsibility, above all with honor and integrity in all areas of academic and campus life.
**Appendix 1: Rubrics Grading Table for Book Reviews**

*Instructions*: use the following rubrics table as your guide. The review must be completely typed, formatted properly, double spaced, 700-750 words, employ proper grammar, and provide an adequate summary, description of the methodology employed, and a proper critique of the work. Attempt to earn all the points in Column 2.

**Criteria: What to Include**

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<th>Criteria</th>
<th>Quality: Rating of Work</th>
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<td>Double Spaced</td>
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<td>700-750 Words</td>
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<td>Style/Grammar</td>
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<td>Summary</td>
<td>Discusses all key</td>
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**Teacher Comments:**

Total Points: _______  
Total Points: _______  
Grade: _______
Appendix 2: Lectureship Notes Rubrics Chart

Instructions: use the following rubrics table as your guide. The lectureship notes must have a title page for each lecture, be completely typed, double-spaced, 750+ words, employ proper style/grammar, provide adequate lectures summary, lecture outline, and lecture reflections. Attempt to earn all the points in Column 2.

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<thead>
<tr>
<th>Criteria: What to Include</th>
<th>Quality: Rating of Work</th>
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<td>750+ Words</td>
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<td>Lecture Outline</td>
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<td>Lecture Reflections</td>
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Total Points: _______   Total Points: _______   Grade: _______

Teacher Comments:
Appendix 3: "Questions Relating to the Green Pastures Video" Questions

Write a short essay (not less than 300 words) for each of the following questions:

1. Give a summary of the movie describing the plot.

2. How does the film portray God? What characteristics stand out the most to you?

3. How does the movie portray God’s view of mankind? What are some of the things God does to try and teach, correct, or change mankind?

4. What major fears, theological and personal, (and to a lesser extent, political, sociological) are portrayed in the film?

5. Do you think the movie gives a credible portrayal of God’s desire to interact with man? What ideas, philosophies, emotions, etc., does the film add that you have never seen in the Bible before?

6. What reflections on your prayer life occur as a result of your watching this film?

7. What other questions or issues, not raised above, has this film raised for you?

8. Specifically as you watched the film as yourself the following:
   
   a. Did I enjoy this story?
   
   b. Did I find confirmation in this story; does it remind me of real life situations?
   
   c. Can I live with this story; what would I have done differently had I found myself in this situation?
   
   d. What moral does this story teach me?
   
   e. Is the story disconcerting to me in any way?
   
   f. Does the story encourage me to change in any way?
**Appendix 4: Rubrics Grading Table for Research Paper**

*Instructions:* use the following rubrics table as your guide. The research paper must be completely typed, formatted properly, double spaced, 3000-5000 words, 15+ sources (5+ dictionary/encyclopedia, 5+ commentary/introduction, 5+ journals), employ proper style/grammar, provide an adequate problem statement, proper methodology statement, and proper summary/conclusions. Attempt to earn all the points in Column 2.

<table>
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<tr>
<th>Criteria: What to Include</th>
<th>Quality: Rating of Work</th>
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*Teacher Comments:*
Appendix 5: Group Participation and Presentation Rubric

Unit of Study: __________________________ Assignment: __________________________ Group Number: ________

Please a total mark of 100 to each member in your group (other than yourself). Please rate the contribution for each member as follows.

1. Participation: Grade 0 to 50, where 0 = no contribution and 50 = a superlative contribution.
2. Participation: take into consideration workload, organization, participation in discussions, meeting deadlines, attendance at meetings, providing feedback,
3. Presentation: Grade 0 to 50, where 0 = poor contribution and 50 = a superlative contribution.
4. Presentation: eye contact, facial expressions, gestures, posture, enthusiasm, topic announced, time frame, completeness of content
5. Add the two columns together for the grade you assign to a particular student.

<table>
<thead>
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<th>Group Members' Names</th>
<th>Participation (0-50)</th>
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This evaluation is a formal component of your assessment group work. Please provide explanations for 30 or less, and if appropriate, describe how you have attempted to encourage the group member to improve his/her performance. Number this explanation according to the numbers next to the group members names above. These comments are reviewed if a student appeals his/her peer evaluations, so your explanations must be factual, legible and professional.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Full Name: ___________________________ Student ID: ___________________________

Signature: ___________________________ Date: ___________________________

I hereby certify that I have provided an honest assessment of the contribution of my teammates to our group’s productivity and presentation. My group’s maintenance scores are not based on any "in or out-of-class" agreements among my group mates and myself to distribute scores in a particular way (i.e., a way that does not consider the quality or quantity of individual efforts).
Appendix 6: Assignment Due Speech

I have realized lately that there is some controversy here at Faulkner regarding over what it means when a Professor says a paper is “due” on a certain day. I’ve decided that the whole problem is essentially hermeneutic in nature. You see, in the study of Scripture, there are two basic approaches. There is the traditional approach, which usually gives a strict, literal interpretation of what the passage says. “We speak where the Bible speaks,” “The Bible says it; that settles it,” etc. Then there is the contemporary approach that is more free and flexible, taking into account the culture in which the passage was written and trying to abide by the spirit of the scripture instead of getting too bogged down into the letter. It has occurred to me that students tend to take the more progressive approach when interpreting the syllabus for any given course.

So, if I were to announce an assignment is due on February 21st, here is what you may be thinking: “When he says the paper is due on February 21st, he doesn’t literally mean ‘February 21.’ The date is really a metaphor, referring to the whole week after February 21st, or, more broadly, to the general end times of the semester.” February 21st is a symbol, a figure of speech, not a literal, 24-hour time period. After all, many theologians think that the word day in Genesis chapter one is referring to a long, indeterminate span of time, and by the same token, a paper cannot be created for a specific day – it must be given time to evolve, to grow into what God wants it to be. To insist that February 21st means one specific day is to give the syllabus an interpretation that it was never intended to have.”

“And furthermore, you have to understand the culture in which the syllabus was written. Back then, it was a different world; there were different expectations. Students back then turned in papers on time. Nobody knows why they did it that way; it was just the culture of the age. And that’s not the only thing that was different. Back when the syllabus was written, you had to proofread your paper seven times. Back then, women turned in their papers with their heads covered. Back then, you couldn’t turn in a paper on the Sabbath. But we don’t live like that today. We are not under the old syllabus – we are under grace! We have been set free from the bondage of due dates. After all, it’s only tradition that says we have to turn in a paper on a certain day. God doesn’t care when we turn in our paper – He only wants us to write the best paper we can write. And if it’s a day, a week, even three weeks late, His mercy covers our lateness and makes the paper on time in His sight.”

In case that’s what you are thinking, let me clear things up for you. No due date is open to private interpretation. You must study the syllabus to show yourself approved, rightly dividing the due date so that you will not be ashamed. The paper is due on February 21st. If you want it in the King James version, “Thou shalt turn in thy paper on the 14th of March, or thou shalt be cast into utter darkness.” That means, if you have not already emailed me a copy of the paper by February 21st, you will come to class on that day – on time – and hand me a disk containing the electronic copy of the paper. You will not forsake the class on that day as some are in the habit of doing. If you are out of town on February 21st, and have not previously emailed me an electronic copy of the essay, you will have a friend bring an electronic copy of the paper to me on February 21st. If you are sick, you will still bring me an electronic copy of the paper to class on February 21st. If you are really sick, bring a paper bag. If you have an emergency (and I use a conservative definition of emergency), you need to let me know before February 21st. Any questions?

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1Adapted from, “Due Date Speech,” by Michael Claxton, Mon, 12 Apr 2004 12:15:23 - 0500, Harding University.