

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester B 2021/22**

**Part I Course Overview**

**Course Title:** The Bible: Its History, Literature, and Influence

**Course Code:** GE2125

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B2

1 Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* generally none

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

*(A 150-word description about the course)*

#### Abstract

This course introduces the history, literature, and impact of the Bible, including both the Hebrew Bible (Old Testament) and the New Testament, for students with no or limited previous knowledge. It surveys the writing and compilation of the Bible, its linguistic and literary forms, and its role as a foundational document for Western civilization. Lectures will cover major topics including the content and structure of the Bible; the history of its formation; the diversity of literary genres within it; its linguistic characteristics in terms of the original languages of its texts, Hebrew and Greek; and its impact on the literary and cultural developments in Western society. Group discussions and readings will emphasize contextualized and critical interpretation of selected biblical texts and scholarly articles.

#### Course Aims

The course aims to familiarize students with the content and structure of the Bible and its seminal influence in the development of Western civilization. Students are expected to engage critically with readings of selected biblical texts, and to gain an understanding of major issues in biblical scholarship.

In the first part of the course, students will approach the Bible as literary texts in the context of the Ancient Near East and the Hellenistic world; as a collection of books, written over a millennium by authors with diverse backgrounds and in a wide range of genres; and as the product of a complex history of textual transmissions, translations and canonization. Students will be exposed to the original languages of biblical texts, Hebrew and Greek, and to methodologies in critical reading of these texts.

In the second part, students will assess the multi-faceted impact of the Bible on Western civilization and on contemporary society, from historical, literary, cultural, and media perspectives. Illustrations will be drawn from the development of the English language and literature, biblical content as portrayed in modern media, and the different forms of Christianity around the globe and in the local context.

### 2. Course Intended Learning Outcomes (CILOs)

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Demonstrate in-depth knowledge about the content and structure of the Bible		✓	✓	
2.	Read and interpret biblical texts critically		✓	✓	
3.	Assess the impact of the Bible from historical, literary and cultural perspectives		✓	✓	✓
4.	Discover and evaluate points of view through independent research on topics related to the Bible		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing*

critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	<b>Lecture</b> on the Bible's content and structure and interpretation of biblical text	✓	✓	✓				
2	<b>Tutorial</b> , including group discussion and presentations on the significance of the Bible from historical, literary and cultural perspectives	✓	✓	✓	✓			
3	<b>Weekly readings</b> on selected biblical texts and articles, <b>and written/oral assignments</b> elaborating on materials covered in the lecture	✓	✓	✓	✓			

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 60%								
<b>Assignments (Two assignments covering the Hebrew Bible and New Testament; 4-6 tutorial exercises elaborating on lecture materials)</b>	✓	✓	✓	✓			50%	
<b>Participation</b>	✓	✓	✓				10%	
Examination: 40% (duration: 2 hours)								
							100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Examination	Ability to present a range of viewpoints on topics related to the Bible and evaluate them with rigorous and persuasive arguments.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Assignment	Ability to demonstrate knowledge of the Bible's content and background, as well as its significance from historical, literary and cultural perspectives.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Participation	Ability to engage in meaningful discussion in class and to complete tutorial exercises	High	Significant	Moderate	Basic	Not even reaching marginal levels

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Bible, Old Testament, New Testament, biblical scholarship, biblical languages, literature, translation, textual criticism, Western civilisation

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Assigned chapters in the Bible
2.	Sumney, Jerry L. (2014) <i>The Bible: An Introduction</i> , Second Edition.

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1	R. E. Brown. <i>An Introduction to the New Testament</i> . New York: Doubleday, 1996.
2	F. F. Bruce. <i>The Canon of Scripture</i> . Downers Grove, IL: IVP Academic, 1996.
3	D. A. Carson, D. J. Moo, L. Morris. <i>An Introduction to the New Testament</i> . Grand Rapids, MI: Zondervan, 1992.
4	M. D. Coogan. <i>The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures</i> . Oxford: Oxford University Press, 2006.
5	J. B. White and W. T. Wilson. <i>From Adam to Armageddon: A Survey of the Bible</i> .
6	J. Barton. <i>The Cambridge Companion to Biblical Interpretation</i> . Cambridge: Cambridge University Press, 1998.
7	James L. Kugel. <i>The Bible As It Was</i> . Cambridge, MA: Harvard University Press, 1999.
8	Gary Pratico and Miles van Pelt. <i>Basics of Biblical Hebrew</i> . Grand Rapids, MI: Zondervan, 2007.
9	N. Clayton Croy. <i>A Primer of Biblical Greek</i> . Grand Rapids, MI and Cambridge, UK: William Eerdmans, 1999.
10	<a href="http://www.biblegateway.com">http://www.biblegateway.com</a>

#### Possible Instructors of the Proposed Course:

(Please identify one or more staff members who can teach the course.)

Department	Name of Staff	Telephone	Email
LT	Dr. Lee, John Sie Yuen	5597	jsylee

<b>Annex (for GE courses only)</b>
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A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	The student is to conduct independent research for term paper
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	The student is to apply interpretive methods to readings and term paper
PILO 3: Demonstrate critical thinking skills	The student is to read and interpret biblical texts critically
PILO 4: Interpret information and numerical data	The student is to synthesize research in biblical studies in term paper
PILO 5: Produce structured, well-organised and fluent text	The student is to write a term paper
PILO 6: Demonstrate effective oral communication skills	The student is to actively participate in discussions
PILO 7: Demonstrate an ability to work effectively in a team	
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	The student is to assess the impact of the Bible on Western civilization and contemporary society
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	The student is to discover the meaning of biblical texts in their original context

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
Assignment CILOs: 1,2,3,4 PILOs: 1, 2, 3, 4, 5, 8, 10