

**NT 110: Introduction to the New Testament
Fall 2009**

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COURSE DESCRIPTION:

Introduction to the New Testament will help you learn the basics of reading the New Testament in its ancient cultural context and of interpreting it responsibly in today's cultural context(s). This course will form the foundation of your study of the New Testament for the rest of your courses and for the rest of your career.

COURSE GOALS:

1. Read most of the writings of the New Testament.
2. Contextualize these writings within their ancient political, social, religious and cultural contexts.
3. Attend to the details of the genre, literary features (language, imagery, metaphors, plot, setting, characterization and rhetoric), and religious dimensions of the texts examined in order to appreciate the individual voice of each writing.
4. Introduce various critical methods of biblical interpretation.

COURSE OBJECTIVES:

1. Describe at least one main theme for each of the four Gospels in a way that shows their individuality.
2. Describe the main issues that Paul raises in each of his seven undisputed letters.
3. Learn the basic skills necessary to engage critically with any passage in the New Testament.
4. Be able to perform some basic research skills into the critical secondary literature in New Testament studies and interact with it critically.

COURSE EXPECTATIONS:

1. Attendance at all class sessions (see the Student Handbook for MTSO's attendance policy).
2. Careful preparation of all assigned reading with an EMPHASIS ON THE PRIMARY TEXTS (i.e., the reading from the particular biblical book for that session). The primary literature should be prepared first and foremost *before* reading the secondary material.
3. Attentive and active participation in all class sessions, which will include small group work.

GRADING:

Your final grade will consist of the following assignments:

1. Two Critical Review Assignments: 30%
2. Three Short Paper Assignments: 10%
3. Midterm Essay on the letters of Paul: 30%
4. Gospel Essay: 30%

GRADING SCALE:

- 93%-100% **A** (Outstanding work in all areas of the course)
- 90%-92% **A-** (Outstanding work in most of the areas of the course)
- 87%-89% **B+** (Very good work in all areas of the course)
- 83%-86% **B** (Good work in all areas of the course)
- 80%-82% **B-** (Average work in most areas of the course)
- 77%-79% **C+** (Below average work in most areas of the course but good in some; meets the minimum standards of the course)
- 73%-76% **C** (Below average work in most areas of the course; meets the minimum standards of the course)
- 70%-72% **C-** (Below average work in all areas of the course; meets the minimum standards of the course)
- 63%-69% **D** (Unacceptable work in all areas of the course, but passing)
- Below 62% **F** (Failing work; requires repeating the course)

NOTE: Although a grade above 63% constitutes a passing grade in this course, you should consider anything below 80% as an unsatisfactory grade as a graduate student of theological studies. You should consider **B**-level work good graduate work, i.e. if you engage in the course in a consistent way and do all the assignments in a competent way, you will have learned the baseline of what you should learn in a graduate level course. However, you should push yourself to go beyond the baseline level of knowledge and strive for excellence.

COMMUNICATION WITH STUDENTS:

The primary way that I will communicate with the class is through email. I may change the assignment that is due for a particular class, or I will notify you regarding a change in the schedule

for the class. Therefore, it is very important that you CHECK YOUR EMAIL REGULARLY for notices regarding the class. If there is a change of assignment that I communicate through email, it is the student's responsibility to complete the assignment on time.

WRITING SKILLS:

I understand that some of you are returning to school after many years, and that it will take some time for you to get back on track with school-related activities like writing. However, all students are expected to write at a graduate level, which means proper and formal use of the English language. If you find yourself struggling in this area, you should make an appointment with the writing tutor on campus and work diligently to improve your written communication skills. I have provided grammar review handouts and posted them on the course Sharepoint site under the "Resources" link for your personal study and review. There are also many resources available on the MTSO Sharepoint site (academics.mtso.edu) under "Writing and Assignments" in menu on the left side of the page. You will be held accountable for any deficiencies in your writing skills (See below).

SHAREPOINT SITE:

The class website is found on the school's Sharepoint site (academics.mtso.edu). **Facility with this site is imperative for the successful completion of this course** because all the readings not from the required books will be on this site and you will be submitting all assignments through this site. All course materials will be posted on this site in various sections. **IMPORTANT: Although I have the capability of opening most document formats, please submit your assignments in MSWord format (either 1997-2003 [.doc] or the newest 2007 [.docx]).**

YOUR FOLDER: Each student has a folder under the "Submit Assignments" link. Unless there is a problem with the Sharepoint site, you will be expected to submit all your assignments (short papers, reviews, and essays) by uploading them into your folder.

To upload an assignment:

- a. click on your name on the folder
- b. click on the "Upload" button on the blue bar
- c. click on the "Browse" button on the right side of the screen
- d. choose the document you want to upload
- e. click on the "Open", "Choose", or other such button at the bottom of your browsing window
- f. click on "OK" at the bottom of the "Upload Document" window

No one but you and I will be able to see your documents. Once the document is uploaded, I will read it, insert any comments using the MSWord "Comments" function and assign a grade at the bottom of the page. I will then upload it into your folder. When my name replaces yours under "Modified By" then you will know that I have graded the assignment.

To access an electronic reading or other document posted on the Sharepoint site:

- a. click on the appropriate link in the menu on the left side of the page
- b. click on the document or folder for the particular week
- c. choose your download option ("Save", "View", etc.)

Note: You must have Adobe Reader or some similar PDF viewing software installed on your computer to read most of the documents available on the Sharepoint site. This is standard in most computers purchased in the last five years.

INCLUSIVE LANGUAGE

In accordance with MTSO's policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing AND in the classroom discussions when referring to human beings. In all written assignments, it will be considered a mechanical error, and an appropriate deduction for each instance will result.

REQUIRED BOOKS AND RESOURCES:

1. *Harper Collins Study Bible*, Revised Edition, ed. Harold Attridge (HarperSanFrancisco, 2006) ISBN 006078685X (paperback). (Abbreviated below as **HCSB**) Other annotated/study Bibles are acceptable (e.g., *Oxford Annotated Bible*), but they should include the Apocrypha. Try to use an ecumenically-based rather than a denominationally exclusive study Bible.
2. Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism*. Third Edition (WJK Press, 2001) ISBN 9780664223144 (paperback). (Abbreviated below as **Soulen**)
3. Gager, John G. *Reinventing Paul* (Oxford University Press, 2000) ISBN 139780195150858 (paperback).
4. Levine, Amy-Jill, Dale Allison, and John Dominic Crossan. *The Historical Jesus in Context* (Princeton, 2006) ISBN 0691009929 (paperback). (Abbreviated below as **Levine**)
5. Levine, Amy-Jill. *The Misunderstood Jew: The Church and the Scandal of the Jewish Jesus* (HarperSanFrancisco, 2006) ISBN: 978-0061137785.

Recommended but not Required:

1. *SBL Handbook of Style* (Hendrickson) ISBN 978-1565634879.
2. VanderKam, James, *An Introduction to Early Judaism* (Eerdmans, 2000) ISBN 0-8028-4641-6 (paperback). (Abbreviated below as **VanderKam**)

COURSE SCHEDULE

Assigned work is in boldface type.

August 26th Introduction and Political and Historical Context of Early Christianity

September 2th Greeks, Romans, and Jews

GREEKS AND ROMANS**Reading:**

Plato, *Republic* (Myth of Er).

Cynic Epistles (Selections).

Levine, 179-192, 323-338.

Carolyn Osiek and David L. Balch, *Families in the New Testament World: Households and House Churches* (Louisville: WJK Press, 1997), pp. 36-47.

Terence Paige, "Who Believes in 'Spirit'? Πνεῦμα in Pagan Usage and Implications for the Gentile Christian Mission," *HTR* 95:4 (2002): 417-36. (Can be found on ATLA Religion Database.)

JUDAISM**Reading:**

***VanderKam**, 175-217.

Levine, 87-109, 110-131, 266-284.

Articles from Soulen: Dead Sea Scrolls, Deuterocanonical, DJD, Apocalyptic, Apocrypha, Canon, Eschatology, Late Judaism

September 9th 1 Corinthians

Primary Reading: 1 Corinthians

Secondary Reading:

Carolyn Osiek and David L. Balch, *Families in the New Testament World: Households and House Churches* (Louisville: WJK Press, 1997), 48-87.

Stanley K. Stowers, *Letter Writing in Greco-Roman Antiquity* (Philadelphia: Westminster, 1986), pp. 51-57.

Articles from Soulen: Biblical Criticism, Concordance, Commentary, Critical Text, Eisegesis, Exegesis, Historical Critical Method/Historical Criticism, Letter.

Class Preparation: Come to class ready to explain what you think the underlying principle that Paul is advocating in his instructions to the community of Corinth in 1 Corinthians. Make sure to situate this purpose within ancient rhetorical categories (see Stowers reading above).

September 16th 2 Corinthians

Primary Reading: 2 Corinthians; Philemon

Secondary Reading:

Review Carolyn Osiek and David L. Balch, *Families in the New Testament World: Households and House Churches* (Louisville: WJK Press, 1997), 48-87.

Articles from Soulen: Interpolation, Paraenesis

Short Paper: Write a 300-word paper explaining (1) what would happen if Paul entered into a patron-client relationship with the Corinthian community where Paul was the client and (2) what the problem would be with this scenario. (Save and submit to your Sharepoint folder as “yourlastname.02Corinthians.doc” or “yourlastname.02Corinthians.docx”)

September 23rd 1 Thessalonians, Philippians, Galatians

Primary Reading: 1 Thessalonians; Philippians; Galatians

Secondary Reading:

Karina Martin Hogan, “The Meanings of tôrâ in 4 Ezra,” *Journal for the Study of Judaism in the Persian, Hellenistic, and Roman Period* 38 (4-5, 2007): 530-552. (Available on ATLA Religion Database).

Articles from Soulen: Law, Mishnah, Gospel, Torah, Social Scientific Criticism

FIRST REVIEW ESSAY DUE (Save and submit to your Sharepoint folder as “yourlastname.04review1.doc” or “yourlastname.04review1.docx”)

September 30th Romans

Primary Reading: Romans

Secondary Reading:

*Stanley Stowers, “Romans 7:7-25 as Speech-in-Character,” in *The Writings of St. Paul* (ed. Wayne A. Meeks and John T. Fitzgerald; Second Edition; New York: Norton & Co., 2007), 525-538.

Articles from Soulen: Deuteropauline

Questions to keep in mind when reading Romans:

1. Was Paul writing to Jews or Gentiles?
2. What does Paul mean by “the law”?
3. Is the path to salvation the same for Jews and Gentiles?
4. Will Jews be saved?
5. What is the relationship between ethics (how one acts) and salvation?

October 7th Midterm Break: No Class

October 14th Making Sense of Paul’s Life and Interpretation of the New Testament

Primary Reading: Gager, *Reinventing Paul*.

Articles from Soulen: Hermeneutic, Hermeneutical Circle, Hermeneutics, Postmodern Biblical Interpretation, Textual Criticism.

PAUL ESSAY DUE (Save and submit to your Sharepoint folder as “yourlastname.05pauleessay.doc” or “yourlastname.05pauleessay.docx”)

October 21st The Gospel of Mark

Primary Reading: The Gospel of Mark

Secondary Reading:

Levine 166-78, 266-84.

Gerald G. O’Collins, “Crucifixion,” *ABD* I:1207-1210.

Articles from Soulen: Intertextuality, Irony, Literary Criticism, Messianic Secret, Narrative, Narrative Criticism

Class Preparation: Come to class ready to argue whether the centurion’s statement in Mark 15:39 is positive (confession of faith) or negative (a sarcastic mocking).

October 28th The Gospel of Matthew

Primary Reading: The Gospel of Matthew

Secondary Reading:

John D. Crossan, “Parable,” *ABD* V: 146-152.

Levine 64-78, 206-221, 296-308, 309-322.

Articles from Soulen: Parable

SECOND ARTICLE REVIEW DUE (Save and submit to your Sharepoint folder as “yourlastname.07review2.doc” or “yourlastname.07review2.docx”)

November 4th The Gospel of Luke and Acts of the Apostles

Primary Reading: The Gospel of Luke and the Acts of the Apostles

Secondary Reading:

Levine 79-86, 385-399.

Articles from Soulen: Redaction Criticism, Synoptic Problem, Two Source Hypothesis

Questions to keep in mind when reading Luke:

1. How does Luke portray Jesus in comparison to Mark and Matthew?
2. Are Luke and Matthew telling the same story with their birth and infancy narratives?
3. Does Luke portray Jesus as innocent or guilty at his trial and crucifixion and why?
4. Why do you think the Acts of the Apostles was written?
5. Which version of the “Jerusalem conference” is more accurate? The one in Luke 15 or the one in Galatians 2?

November 11th The Gospel of John

Primary Reading: The Gospel of John

Secondary Reading:

*R. Alan Culpepper, *Anatomy of the Fourth Gospel: A Study in Literary Design* (Philadelphia: Fortress, 1983), 149-201.
Levine, 339-342.

Short Paper: Write a 300-word paper arguing for an interpretation of John 6:16-21. (Save and submit to your Sharepoint folder as "yourlastname.09john6.doc" or "yourlastname.09johnjesus.docx")

November 18th John and Historical Jesus Studies

Primary Reading: John 18:1-21:25;

Secondary Reading,

John P. Meier, *A Marginal Jew: Volume I: The Roots of the Problem and Person* (New York: Doubleday, 1991), pp. 167-195.

Articles from Soulen: Jesus Seminar, Quest of the Historical Jesus

Short Paper: Write a 300-word essay arguing for an interpretation of John 2:13-22. (Save and submit to your Sharepoint folder as "yourlastname.10john2.doc" or "yourlastname.10johnjesus.docx")

November 25th Thanksgiving: No Class

December 2nd Hebrews and Jewish/Christian Relations

Primary Reading: The Epistle to the Hebrews; Leviticus 17; Exodus 24

Secondary Reading:

Amy-Jill Levine, *The Misunderstood Jew*, Introduction, chapters 1, 3, 4, 5, 7 (The other chapters are optional but I strongly encourage you to read them at some point over Christmas break.)

FINAL PAPER DUE DECEMBER 9TH BY MIDNIGHT VIA SHAREPOINT

ASSIGNMENTS AND GRADED MATERIAL:

Note: ALL WORK that is handed in must be typed and double spaced, in a readable 12-point font (e.g., Book Antiqua, Times New Roman, Calibri, etc.).

- *Critical Review Assignments* (10% for the first, 20% for the second): You will be required to write 1000-word reviews on two scholarly articles, one on Paul's letter to Philemon and one on the crucifixion scene in the Gospel of Mark:
 - You must procure from the library, ATLA, or another electronic database one of the following essays each for Philemon and one for the Gospel of Mark:

For the Letter to Philemon:

- a. John M. G. Barclay, "Paul, Philemon and the Dilemma of Christian Slave-Ownership."
- b. Sabine Bieberstein, "Disrupting the Normal Reality of Slavery: A Feminist Reading of the Letter to Philemon."

(Note: One of these articles does not exist in electronic form. If you email me the proper bibliographical information for the article, I will email you an electronic version of the article. Otherwise, you will have to photocopy it if you wish to review it.)

For the Gospel of Mark:

- a. Whitney T. Shiner, "The Ambiguous Pronouncement of the Centurion and the Shrouding of Meaning in Mark." *(Note: the author is male.)*
- b. Earl S. Johnson, Jr., "Mark 15,39 and the So-Called Confession of the Roman Centurion."

(Note: One of these articles does not exist in electronic form. If you email me the proper bibliographical information for the article, I will email you an electronic version of the article. Otherwise, you will have to photocopy it if you wish to review it.)

- The review must contain the following:
 - a. A brief synthesis of the main argument of the article, essay, or book chapter;
 - b. A brief description and evaluation of the main primary sources the author uses to make his or her argument;
 - c. A critique of the essay based upon your understanding of the subject matter as discussed in class. This critique should include an evaluation of the persuasiveness of the main argument, the clarity of its presentation, and any suggestions you might have for improvement. Please give reasons why you agree or disagree with the argument.
 - d. Things to consider:
 - i. Since these are scholarly article, it is assumed that the author will use original languages (Greek, Hebrew, or Latin) in the argument and refer to ancient works by their abbreviations. You should not include the fact that the author does this in your critique of the argument.
 - ii. Basing one's argument on ancient sources (the Bible and literature from the ancient world) makes the argument more immediate to the nature of the text and therefore more critically-minded.

- iii. Basing one's argument on other people's argument makes the argument less immediate to the nature of the text and therefore less critically-minded.
- iv. The nuance to ii. and iii. is that one should base one's argument on the text AND on other scholars' arguments. But one should not adopt other scholars' arguments uncritically, meaning without judging the quality of the scholar's interpretation of the (ancient) text at hand. In order to judge the quality of an argument, one needs to form one's own opinion about the ancient text for him- or herself.
- You must produce a bibliography of TEN (10) sources on the letter to Philemon for the first review and a bibliography of TEN (10) sources on the Gospel of Mark's Passion Narrative for the second review. All sources must be in proper format. Each bibliography must contain:
 - a. At least two (2) commentaries.
 - b. At least one (1) essay or book chapter from a collection of essays.
 - c. At least one (1) peer reviewed journal article.
 - d. No popular-level articles or essays (e.g., published sermons, reflections pieces, short essays from popular journals like *Christian Century*, *Expository Times*, *Christianity Today*, and the like, or magazine articles from *Time*, *Newsweek*, and the like).
 - e. No internet essays (unless found on one of the electronic databases on OhioLINK or through the library's website) or essays from Wikipedia.

Note: See "Guide to the Study of the New Testament" for a list of peer reviewed journals on the New Testament. This is not a comprehensive list, but it is a good basic list.

IMPORTANT: All entries must be submitted in proper format according to the *Chicago Manual of Style*. See the "Writings and Assignments" site at academics.mtso.edu for links to bibliography creators that automatically put each entry into its proper format according to several different styles including the Chicago style. See also *the SBL Handbook of Style* (see chapter 7 on the Sharepoint site under "Resources") for the Chicago style adapted for biblical studies.

(Note: Although the *SBL Handbook of Style* is not universally applicable to all of your courses at MTSO, it is the standard style of biblical scholars and it is a fairly minor variation of the stylistic conventions found in the *Chicago Manual of Style*, which is one standard manual. Kate Turabian's popular manual of style is based on the *Chicago Manual of Style*, so the *SBL Manual of Style* is similar enough that it should be little effort for you to adapt to styles required for other courses, including that of Turabian.)

IF YOU MAKE ANY CONSISTENT ERRORS ON THE BIBLIOGRAPHY WITH REGARD TO PROPER FORM, PUNCTUATION, CAPITALIZATION, ETC., YOUR GRADE WILL BE LOWERED BY 20%. If you are simply careless and make an excessive amount of errors (10 or above), your grade will be lowered by the following scale:

- 10-12 errors: grade will be lowered by 10%
- 12-13 errors: grade will be lowered by 15%
- 14 errors: grade will be lowered by 20%
- 15 errors: grade will be lowered by 25%
- Etc.

3. *Short papers in preparation for class discussions* (10%): Each assignment is listed in the Course Schedule and must be uploaded into your folder on the Sharepoint website for this course. NO PAPERS MAY BE EMAILED TO ME WITHOUT EXTENUATING CIRCUMSTANCES. Late papers will not be accepted without extenuating circumstances and therefore will receive a ZERO.

My record of these short assignments is the official record of your completion of these assignments. Unless you can produce evidence to the contrary, the number of completed short papers will be determined by my records.

Grading Criteria:

- (a) Thorough execution of the assignment WITHIN THE LIMITATIONS OF LENGTH for each paper. In other words, answer the question that I ask and only the question that I ask.
 - (b) Clarity of presentation of the ideas in the paper, including well developed sentences and paragraphs.
 - (c) Proper use of the English language, including proper syntax, grammar, spelling, punctuation, usage, etc.
4. *Midterm Essay on Paul* (30%): Write a 1500-2000-word essay that describes how a certain section of one of Paul's letters fits into the whole of the argument in that letter. In order to write this paper effectively, you must (1) summarize the main argument in Paul's letter by describing the rhetorical flow of the letter and the main point or points of the letter; and (2) situate the particular section of the letter within the whole by arguing for a particular role that it plays in the overall rhetorical flow of the letter.

Please choose one of the following:

- (a) Galatians 5:13-15
- (b) Philippians 2:5-11
- (c) Romans 12:1-2
- (d) 1 Corinthians 13:1-13

You MAY NOT consult any secondary literature that interprets the passage on which you are focusing (Bible dictionaries, commentaries, articles, journals, essays, books, etc.). You MAY consult the *Anchor Bible Dictionary* or the *Oxford Classical Dictionary* (both located in the reference room of the library) to research items found in your passage or other information that may be useful for your passage or letter.

Your essay **must** contain:

- (a) a well-formed thesis statement placed somewhere in the introductory paragraph;
- (b) a main body that demonstrates your thesis in a clear and logical way that makes regular reference to the document about which you are writing;
- (c) a conclusion that summarizes your argument and offers some implications for the meaning of the passage on which you are focusing.

PLEASE CONSULT THE DOCUMENT “WRITING A THEME PAPER IN THESIS FORM” FOR HELPFUL GUIDELINES ON WRITING A THESIS STATEMENT AND THESIS PAPER. THE DOCUMENT CAN BE FOUND ON THE SHAREPOINT SITE UNDER THE “RESOURCES” LINK.

Grading of the essay will be based upon the following criteria:

- (a) How well you describe the main argument of the letter with reference to the main themes, possible communal disputes reflected in the letter, and/or questions that Paul addresses;
- (b) How well you describe the main issues in the particular section of the letter and situate it in the whole of Paul’s argument (this is the elaboration of your thesis statement);
- (c) Clarity of presentation, which includes well-formed sentences and paragraphs that hang together throughout the essay to communicate your points well;
- (d) Level of knowledge of the letter you chose to write about;
- (e) Proper use of the English language (spelling, grammar, syntax, punctuation, usage, etc.).

Note: “1500-2000 words” means AT LEAST 1500 WORDS AND NO MORE THAN 2000 WORDS; any deviation from this will mean points taken off your overall grade for the essay.

5. *Final Essay on the Gospels* (30%): Write a 2500-word essay that offers an interpretation of ONE of the following passages:

- Mark 8:27-33
- Matthew 9:2-8
- Luke 7:1-10
- John 1:35-42

You may also do a passage of your choosing, but you must discuss it with me at least 3 weeks before the assignment is due.

The essay **must** contain the following elements:

Part 1: (No more than 500 words) An articulation of the basic process of how to go about interpreting a passage from one of the gospels. Use your notes from our class discussions to guide your articulation of the process. You must describe the basic methods that we discussed throughout the semester.

Part 3: (No more than 1800 words) An interpretation of the passage. Your interpretation must include:

- (a) a well-formed thesis statement placed somewhere in the introductory paragraph of Part 2;
- (b) a main body that demonstrates your thesis in a clear and logical way that makes regular reference to the passage you are writing about;

- (c) a concluding section (between 200 and 300 words) explaining the way your interpretation fits with one theme in the gospel as a whole. The particular theme you notice must be backed up with specific passages from the gospel as a whole, but there will be no room to discuss them in any detail.

This is an exercise designed to help you deal with the primary text (i.e., a Gospel), therefore, **YOU MAY NOT CONSULT SECONDARY SOURCES** such as Bible Dictionaries, articles, books, journals, magazine articles, internet essays or anything else that has been written about your Gospel directly. However, you may consult the *Anchor Bible Dictionary* or the *Oxford Classical Dictionary* to investigate certain cultural categories that may help you understand your particular passage better. **PLEASE CONSULT THE DOCUMENT "WRITING A THEME PAPER IN THESIS FORM" FOR HELPFUL GUIDELINES ON WRITING THIS PAPER. THE DOCUMENT CAN BE FOUND ON THE SHAREPOINT SITE UNDER THE "RESOURCES" LINK.**

Grading of the essay will be based upon the three elements just mentioned as well as:

- (a) Clarity of presentation, which includes well-formed sentences and paragraphs that hang together throughout the essay to communicate your points well;
- (b) Level of knowledge of the Gospel and particular you chose to write about;
- (c) Proper use of the English language (spelling, grammar, syntax, punctuation and usage).

Note: "2500 words" means 2500 words; any serious deviation (more than 50 words) from this will mean points taken off your overall grade for the essay.

VERY IMPORTANT:

Accurate and proper use of the English language is imperative for every graduate student. You will be penalized as follows for excessive errors:

In your major writing assignments (ones other than the short papers), if you have accumulated more than 10 errors by the second page, I will cease to correct the errors and automatically REDUCE THE ASSIGNMENT'S GRADE BY TWO LETTER GRADES. So, the highest grade you will receive is a C.

If you do not accumulate 10 errors by the second page, then I will REDUCE THE ASSIGNMENT'S GRADE BY ONE LETTER GRADE for every 1 error per 100 words you average throughout the assignment. For example, the first major assignment is a critical review of 1500 words. If you make 15 errors on the assignment, the highest grade you can receive is a B. If you make 20 errors, the highest grade you can receive is a B-. If you make 25 errors, the highest grade you can receive is a C+. And so on.

In other words, I am serious about receiving proper writing from you. If you have trouble proofreading your own writing (which is common), then pair up with someone in class with whom you can trade proofreading.

See above for the special deductions for bibliography errors on the Critical Review assignments. These deductions are over and above the errors in the main body of the paper.