

I. Course Description

In the study of this unique Jewish literature, we will discuss the nature of the genres encompassed within the fragments from this find, their literary characteristics, their major ideas and their origins, and attempt to define the character of the group(s) that produced them and assess their impact directly and indirectly on Judaism in the Greco-Roman period and early Christianity.

II. Course Objectives

- a. To develop an understanding of the varieties of literature encompassed within what are called the Dead Sea Scrolls
- b. To develop an understanding of the complexity of the issues shaping how one studies this literature and its interpretation
- c. To learn how to find one's way through this literature and the tools available for its study
- d. To develop an understanding of some of the major issues discussed in the literature called the Dead Sea Scrolls
- e. To develop an understanding of the history of Judaism during the Greek and Roman periods
- f. To develop an understanding of how the Dead Sea Scrolls have impacted our understanding of that history
- g. To learn to use the insights and perspectives gained from an examination of the Dead Sea Scrolls within their context for the study of the Hebrew Bible and the New Testament

III. Contribution to MTSO's Educational Mission and Degree Outcomes

Mission. Methodist Theological School in Ohio provides theological education and leadership in pursuit of a just, sustainable and generative world.

Vision and Purpose. MTSO is a vibrant, diverse, inclusive community that faithfully engages the intersections of church, society and academy to prepare leaders for ministry and service in pursuit of a transformed world. Celebrating and appropriating the scriptures, traditions and myriad experiences of Christian faith in an open and challenging formational community, we cultivate learning for ministry and service.

The value of this course for MTSO follows from the presupposition that the use of Scripture by "a vibrant, diverse, inclusive community that faithfully engages the intersections of church, society and academy" is only possible if that same community understands and appreciates the people and the worlds around which those Scriptures were formed. A comprehensive and appreciative understanding of the Jewish world contemporary with the New Testament is necessary to counter a narrow bibliolatry that undercuts a theological gospel of peace, social justice, and liberation.

Specific Degree Goals

This vision and purpose finds expression in the stated goals of specific degree program:

MDiv: Graduates will be able to understand, appreciate and respectfully interpret our Christian heritage so it becomes a compelling and transformative vision for the present.

MTS: Graduates will be able to read the literature of the discipline with master's level understanding

Graduates will be able to intelligently discuss the major topics of that discipline

Graduates will be able to conduct relevant research in this discipline for competent nonprofessional writing and teaching

MAPT, MACM, and MASJ: To the extent that the use of Scripture is important to the objectives of any of these degree programs, this course contributes to an approach to that body of literature compatible with MTSO's stated vision and purpose.

Connections the course has to other MTSO courses

This is one of the HB/NT 600-level courses that is recommended as a prerequisite for HB/NT 700-level courses.

It is of particular value for those students enrolled in the study of Interreligious Contexts. It is one of the courses that meets the requirements for the MDiv Specialization in Interreligious Contexts and on of value for the MTS Concentration in Interreligious Contexts.

IV. Textbooks

Vermes, Geza. *The Complete Dead Sea Scrolls in English*. 7th ed. New York: Penguin, 2011

Crawford, Sidnie White. *Scribes and Scrolls at Qumran*. Grand Rapids: Eerdmans, 2019

V. Course Requirements and Assessment of Student Learning

a. Read the pages assigned for each class session and come to class prepared to discuss the material in them. You will be expected to bring questions from the readings to each class session and use them in discussion. You will not be able to do the other assignments in an adequate fashion if you do not keep up on these readings.

b. You will do a critique of Chapter 3, "The Historical Context," in *Beyond the Qumran Community* by John J. Collins (e-copy available). A critique includes a statement of the thesis of the work, a summary of the supporting evidence provided, an evaluation and critique of the supporting evidence, and a final evaluation of the thesis, indicating support or offering an alternative interpretation of the evidence, or some variation thereof. The critique should be informed by the readings and class discussions. This critique should be 1,000–1,500 words in length and has a **due date of October 9**.

c. You will be expected to write a research paper of 3,000–4,000 words on one Qumran text selected from the list provided. Since this will be the only introduction the class receives to the text you choose to present, your presentation is important for the learning process of the entire class. That presentation should include a summary and outline of content, discussions of its form and its historical context, discussion of significant issues that concern its interpretation, any textual issues, and its importance for the study of the social movement(s) related to these texts. A bibliography of works consulted should be included (not within the word-count).

- Peshier Habakkuk
- Peshier Isaiah
- Peshier Psalms
- War Rule
- Thanksgiving Hymns
- Songs of the Sabbath Sacrifice
- Words of the Heavenly Luminaries (4Q504-506)
- Non-canonical Psalms (4Q380-381)
- The Genesis Apocryphon
- The New Jerusalem
- Apocryphon of Jeremiah
- Copper Scroll
- Jubilees

The papers will be due at the time of presentation. They will be presented in the last two weeks of class, December 4 and 11.

d. It is assumed that the papers are based upon the *SBL Handbook of Style* (Second edition) and *The Chicago Manual of Style* (17th ed.). You may find helpful the volume of Kate L. Turabian, revised by Wayne C.

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Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff, *A Manual for Writers of Term Papers, Theses and Dissertations: Chicago Style for Students and Researchers* (8th ed.;

Chicago: University of Chicago Press, 2013). You will be expected to use the footnote option.

e. Any student wishing to write a major research paper of 15-20 pages (3750-5000 words) may do so for 80% of the grade for the course. It would require a more defined focus within one of the suggested topics listed below or another of the student's choice. The first assignment will be waived in this instance. These papers will be **presented and due on December 11**.

Some suggested topics are:

- Sectarian history
- Dualism
- Messianism
- Determinism
- Purity
- Prayer
- Liturgy
- Temple
- Angels
- Eschatology
- Communal life
- Priests
- Mystery
- Women
- Calendar
- Torah
- Rewritten Scripture
- Archaeology
- Biblical Interpretation

f. In lieu of a final examination you will write a 750 – 1,000 word summary essay of critique of the final chapter of Crawford's book, "Scribes and Scrolls at Qumran: A New Synthesis" (pp. 309-20), and explain one aspect of the argument or of your critique that changes your understanding of some material in the New Testament or aspects of its study.

g. Grading:

Critique of Collins	20%
Research paper	60%
Final summary paper	20%

h. Late papers will result in the loss of one letter grade.

VI. Course Schedule and Format

Aug 28 - Introduction

Sept 4 - Historical Overview

Schwartz, *From Alexander to Muhammed*, 1-74 (e-copy)

Sept 11 - The Community Rule

1QS (Community Rule) I - VIII (Vermes, 97-117) and 1QSa (Messianic Rule) (Vermes, 159-62)

Crawford, Introduction and Chapter 2, pp. 1-48

Maxine Grossman in Grossman, *Rediscovering*, pp. 229-45 (e-copy)

Sept 18 - The Damascus Document

Damascus Document, "The Exhortation," (Vermes, 127-38)

Crawford, Chapter 3, pp. 49-111

Sept 25 - The Damascus Document: Legal literature

Damascus Document, "The Statutes" (Vermes, 138-45)

Lawrence H. Schiffman, *Qumran and Jerusalem*, 143-83 (e-copy)

Oct 2 - Sectarianism and Qumran

4QMMT (Miqsat Ma'ase Ha-Torah) (Vermes, 221-29)

Jutta Jokiranta in Grossman, *Rediscovering*, pp. 246-63 (e-copy)

Crawford, Chapter 4, pp. 115-66

Oct 9 - The Archaeology of the Qumran site

Crawford, Chapter 5, pp. 166-216

Mizzi and Magness, "Was Qumran Abandoned?" *JBL* 135 (2016): 301-20 (ATLA)

Critique of Collins due

Oct 23 - The Literary Corpus, Classical Literature, and Sectarian Identity

Crawford, Chapter 6 (217-65)

Text for Major Paper Selected

Oct 30 - The Text and Canon of the Hebrew Bible

Review 4QMMT, section 3 (Vermes, 228-29)

VanderKam, *Today*, 157-96 (e-copy)

Eugene Ulrich in Grossman, *Rediscovering*, pp. 145-61 (e-copy)

Tov, "The Biblical Texts from the Judean Desert: An Overview and Analysis," in *Hebrew Bible, Greek Bible, and Qumran*, 128-54 (e-copy)

Nov 6 - The Temple Scroll and Jubilees, Rewritten Scripture

The Temple Scroll II-XXXIX (Vermes, 191-204)

Jubilees 1-6 (in *OTP* [Charlesworth], 2.52-68 - in REFERENCE Section of Library)

Crawford, *Rewriting Scripture*, pp. 60-104 (e-copy)

Nov 13 - Wisdom Literature in the Qumran Scrolls

Instruction (Vermes, "A Sapiential Work," 425-38)

Mysteries (Vermes, 408-09)

Grant Macaskill, "Creation, Eschatology and Ethics in 4QInstruction," in *Defining Identities*, 217-45 (e-copy)

Matthew J. Goff, "Searching for Wisdom in and beyond 4QInstruction," in *Tracing Sapiential Traditions*, 119-37 (e-copy)

Matthew J. Goff, "Wisdom and Apocalypticism," in *Oxford Handbook of Apocalyptic Literature*, 52-67 (e-copy)

Nov 20 - The Qumran Scrolls and the New Testament

Jörg Frey, "Critical Issues in the Investigation of the Scrolls and the New Testament," in *Oxford Handbook of the Dead Sea Scrolls*, 517-45 (e-copy)

George J. Brooke, "Shared Exegetical Traditions Between the Scrolls and the New Testament," in *Oxford Handbook of the Dead Sea Scrolls*, 566-91 (e-copy)

James C. VanderKam, "The Dead Sea Scrolls and the New Testament," *BAR* 41, 2 (March/April, 2015), 43-53, 78-79 (e-copy)

Dec 4 - Research Presentations and Papers Due

Dec 11 - Research Presentations and Papers Due

Final Summary Paper due.

References for Readings:

James H. Charlesworth, ed. *The Old Testament Pseudepigrapha*. 2 vols. Garden City: Doubleday, 1985 (OTP) (Reference).

Collins, John J. *Beyond the Qumran Community: The Sectarian Movement of the Dead Sea Scrolls*. Grand Rapids: Eerdmans, 2010

Collins, John J., ed. *The Oxford Handbook of Apocalyptic Literature*. New York: Oxford University Press, 2014.

Crawford, Sidnie White. *Rewriting Scripture in Second Temple Times*. SDCSSRL. Grand Rapids: Eerdmans, 2008.

Grossman, Maxine L., ed. *Rediscovering the Dead Sea Scrolls: An Assessment of Old and New Approaches and Methods*. Grand Rapids: Eerdmans, 2010.

Lim, Timothy H. and John J. Collins, eds. *The Oxford Handbook of the Dead Sea Scrolls*. Oxford: Oxford University Press, 2010.

Martínez, Florentino García, and Mladen Popović, eds. *Defining Identities: We, You, and the Other in the Dead Sea Scrolls: Proceedings of the Fifth Meeting of the IOQS in Groningen*. STDJ 70. Leiden: Brill, 2008.

Mizzi, Dennis and Jodi Magness. "Was Qumran Abandoned at the End of the First Century BCE?" *JBL* 135 (2016): 301-20 (ATLA).

Najman, Hindy, Jean-Sébastien Rey, and Eibert J. C. Tigchelaar, eds. *Tracing Sapiential Traditions in Ancient Judaism*. JSJSup 174. Leiden: Brill, 2016.

Schiffman, Lawrence H. *Qumran and Jerusalem: Studies in the Dead Sea Scrolls and the History of Judaism*. Grand Rapids: Eerdmans, 2010.

Schwartz, Seth. *The Ancient Jews From Alexander to Muhammad*. Key Themes in Ancient History. Cambridge: Cambridge University Press, 2014.

Tov, Emanuel. *Hebrew Bible, Greek Bible, and Qumran: Collected Essays*. TSAJ 121. Tübingen: Mohr Siebeck, 2008.

VanderKam, James C. "The Dead Sea Scrolls and the New Testament," *BAR* 41, 2 (March/April, 2015), 43-53, 78-79.

———. *The Dead Sea Scrolls Today*. 2nd ed. Grand Rapids: Eerdmans, 2010.

Bibliography:

Other recent text editions:

Wise, Michael, Martin Abegg, Jr., and Edward Cook. *The Dead Sea Scrolls: A New Translation*. Rev. ed. New York: Harper San Francisco, 2005.

Martínez, Florentino García and Eibert J. C. Tigchelaar. *The Dead Sea Scrolls: Study Edition*. 2 vols. Leiden: Brill/Grand Rapids: Eerdmans, 1999/2000. This is now available as an e-book.

Parry, Donald W. and Emanuel Tov, eds. *The Dead Sea Scrolls Reader*. 2nd ed. 2 vols. Leiden: Brill, 2014.

Tov, Emanuel, ed. *The Dead Sea Scrolls Electronic Library*. Rev. ed. Leiden: Brill/Provo: Brigham Young University, 2006 (available on library computer).

Bibliographies:

Qumran studies is now too large a field to permit a comprehensive bibliography. You will need to look at indexes and use the bibliographies of more recent works in order to get at up-to-date scholarship. The articles in the encyclopedias also frequently provide a good up-to-date basic bibliography. In this dynamic field it is very important to use the most recent literature possible.

The most comprehensive collection of most recent bibliography in a searchable database is found in the Orion Website of the Hebrew University (<http://orion.mscc.huji.ac.il/> - concentrates on publications since 1995). It also contains the entire list of DJD volumes listed below and also the volumes in the Studies on the Texts of the Desert of Judah (STDJ), a series from Brill Publishers in the Netherlands. Some of the Orion bibliographic material can be found in Avital -Pinnick, *The Orion Center Bibliography of the Dead Sea Scrolls (1995-2000)* (STDJ 4; Leiden: Brill, 2001) and Ruth A. Clements and Nadav Sharon, *The Orion Center Bibliography of the Dead Sea Scrolls and Associated Literature (2000-2006)* (STDJ 71; Leiden, Brill, 2007).

Note also the bibliographic compilations of *Revue de Qumran*, a project that was eventually absorbed into the Orion project listed above. Those compilations appear on an annual basis prior to 1995. The bibliography has been collected in the volume by Florentino García Martínez, *A Bibliography of the Finds in the Desert of Judah, 1970-1995: Arranged by Author with Citation and Subject Indexes*. Leiden: Brill, 1996.

Bibliography on most major topics is found in Peter W. Flint and James C. VanderKam, *The Dead Sea Scrolls after Fifty Years: A Comprehensive Assessment*, 2 vols. (Leiden: Brill, 1998-99) and Timothy H. Lim and John J. Collins, eds., *The Oxford Handbook of the Dead Sea Scrolls* (Oxford: Oxford University Press, 2010).

All of the relevant material is not included in the ATLA database.

Journals:

Dead Sea Discoveries

Revue de Qumran

Concordances:

Abegg, Martin G., Jr., James E. Bowley and Edward M. Cook. *The Dead Sea Scrolls Concordance: The Non-Biblical Texts from Qumran*. Vol I:1,2. Leiden: Brill, 2003. This is a comprehensive concordance to the Hebrew texts of all of the non-biblical fragments.

Idem. *The Dead Sea Scrolls Concordance: The Biblical Texts from the Judaean Desert*. Vol. III:1,2. Leiden: Brill, 2010. This is a comprehensive concordance to the Hebrew biblical texts.

Idem. *The Dead Sea Scrolls Concordance: The Non-Qumran Documents and Texts*. Vol. II. Leiden: Brill, 2016. This covers the finds from the other Dead Sea finds.

Kuhn, K. G. *Konkordanz zu den Qumrantexten*. Vandenhoeck & Ruprecht, Göttingen, 1960
----. "Nachträge zur 'Konkordanz zu den Qumrantexten,'" *RevQ* 4 (1963-64): 163-234

These two publications have good coverage of the original texts found.

Note that *The Dead Sea Scrolls Electronic Library* has searchable Hebrew and English texts.

Note also the Accordance Software collection of texts, most up-to-date from Abegg.

The Martínez-Tigheelaar text edition in e-book format also is searchable.

Reference Works:

- Brooke, George J., and Charlotte Hempel, eds. *T&T Clark Companion to the Dead Sea Scrolls*. London: Bloomsbury, 2019.
- Collins, John J., ed. *The Oxford Handbook of Apocalyptic Literature*. New York: Oxford University Press, 2016
- Collins, John J. and Daniel C. Harlow, eds. *The Eerdmans Dictionary of Early Judaism*. Grand Rapids: Eerdmans, 2010
- Fabry, Heinz-Joseph and Ulrich Dahmen, eds., *Theologisches Wörterbuch zu den Qumrantexten*. 3 vols. Stuttgart: Kohlhammer, 2011-14
- Freedman, David Noel, ed. *The Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992
- Lange, Armin, and Matthias Weigold. *Biblical Quotations and Allusions in Second Temple Jewish Literature*. JAJSup 5. Göttingen: Vandenhoeck & Ruprecht, 2011
- Lim, Timothy H. and John J. Collins, eds. *The Oxford Handbook of the Dead Sea Scrolls*. Oxford: Oxford University Press, 2010
- Sakenfeld, Katharine Doob. *The New Interpreters Dictionary of the Bible*. 6 vols. Nashville: Abingdon, 2006-09
- Schiffman, Lawrence H. and James C. VanderKam, eds. *Encyclopedia of the Dead Sea Scrolls*. 2 vols. New York/Oxford: Oxford University Press, 2000
- Washburn, David L. *A Catalog of Biblical Passages in the Dead Sea Scrolls*. Text-Critical Studies. Atlanta: Scholars Press, 2013

Other Important Text Editions:

- Abegg, Martin, Jr., Peter Flint and Eugene Ulrich, *The Dead Sea Scrolls Bible: The Oldest Known Bible Translated for the First Time into English*. San Francisco: Harper San Francisco, 1999
- Charlesworth, James H. *The Dead Sea Scrolls : Hebrew, Aramaic, and Greek texts with English Translations*. Tübingen: Mohr (Paul Siebeck)/Louisville: Westminster/John Knox Press, 1993-. A series of published texts projected to be about 16 volumes when complete.
- Davis, Kipp, Ira Rabin, Ines Feldman, Myriam Krutzsch, Hasia Rimon, Arstein Justnes, Torleif Elgvin, and Michael Langlois. "Nine Dubious 'Dead Sea Scrolls' Fragments from the Twenty-First Century." *DSD* 24 (2017): 189-228.
- Discoveries in the Judaean Desert (DJD). 40 volumes containing the initial publication of the majority of the Qumran texts, published by Clarendon Press, Oxford.. Vol. 39 is the introduction along with a listing of all texts, concordance of proper names and other listings.
- Elgvin, Torleif, ed. *Gleanings from the Caves: Dead Sea Scrolls and Artefacts from the Schøyen Collection*. London: Bloomsbury, 2016
- Feldman, Louis H., James L. Kugel, and Lawrence H. Schiffman, eds. *Outside the Bible: Ancient Jewish Writings Related to Scripture*. 3 vols. Lincoln: University of Nebraska Press, 2013.
- Lohse, Eduard. *Die Texte Aus Qumran*. Darmstadt: Wissenschaftlich Buchgesellschaft, 1971
- Steudel, Annette. *Die Texte Aus Qumran II: Hebräisch/Aramäisch und Deutsch mit Masoretischer Punktation, Übersetzung, Einführung und Anmerkungen*. Darmstadt: Wissenschaftlich Buchgesellschaft, 2001
- Tigheelaar, Eibert J. C. "A Provisional List of Unprovenanced, Twenty-First Century, Dead Sea Scrolls-Like Fragments," *DSD* 24 (2017): 173-88.
- Tov, Emanuel. *Revised Lists of the Texts from the Judaean Desert*. Leiden: Brill, 2010
- Tov, Emanuel, Kipp Davis, and Robert Duke. *Dead Sea Scroll Fragments in the Museum Collection*. Leiden: Brill, 2016.



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Tov, Emanuel, ed. with S. F. Pfann. *The Dead Sea Scrolls on Microfiche: A Comprehensive Facsimile Edition of the Texts from the Judean Desert*. 3 vols. Leiden: E. J. Brill, 1993.

Ulrich, Eugene. *The Biblical Qumran Scrolls: Transcriptions and Textual Variants*. Leiden: Brill, 2010.

Digital Images

<http://dss.collections.imj.org.il/>

<http://www.deadseascrolls.org.il/>

Selected Series Devoted to Qumran Studies:

Studies on the Texts of the Desert of Judah (Brill, begins in 1956)

Studies in the Dead Sea Scrolls and Related Literature (Eerdmans)

The Literature of the Dead Sea Scrolls (Routledge)

Companions to the Qumran Scrolls (Sheffield Academic Press and T & T Clark International)

Eerdmans Commentaries on the Dead Sea Scrolls (Eerdmans)

SBL Series that include a number of volumes (Symposium; Early Judaism and Its Literature)

Also pay attention to the journals and supplementary volumes, JSJ and JAJ, as well as other publications on Second Temple Judaism

Important Introductions:

Collins, John J. *Beyond the Qumran Community: The Sectarian Movement of the Dead Sea Scrolls*. Grand Rapids: Eerdmans, 2010.

Cross, Frank Moore. *The Ancient Library of Qumran*. 3rd ed. Minneapolis: Fortress, 1995.

Schiffman, Lawrence H. *Reclaiming the Dead Sea Scrolls: The History of Judaism, the Background of Christianity, the Lost Library of Qumran*. Philadelphia/Jerusalem: Jewish Publication Society, 1994.

VanderKam, James C. *The Dead Sea Scrolls Today*. 2nd ed. Grand Rapids: Eerdmans, 2010.

VII. MTSO Standard Syllabus Statements

Carefully review these policies and refer to the MTSO Academic Catalog / Student Handbook for additional details.

ADA / Disability Services

MTSO supports students of special populations in their efforts to reach their potential by encouraging self-advocacy and facilitating student accommodations, empowering students to help themselves, and providing the safe environment in which to do so. We commit to an inclusive learning environment and will support reasonable, documented requests for accommodations and learning adaptations. To request a reasonable accommodation, contact the director of student services at klofrumento@mtso.edu. For more information regarding 504/ADA Compliance, contact the ADA/504 coordinator at kdickson@mtso.edu.

Class Attendance

Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will fail a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may fail the course if they are absent for 25% of class meetings (including online meetings). Use of Skype or similar technology is not a substitute for attendance

Course credits	1 credit	1.5 credits	2 credits	3 credits
25%	3 hours	4.4 hours	5.8 hours	8.8 hours

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Electronic Devices

As an institution dedicated to the advancement of learning, MTSO is firmly committed to a philosophy of mutual respect. To that end, we have established a policy regarding the use of mobile phones, computers, tablets, and other electronic devices. Instructors have the right to impose appropriate grading penalties for excessive classroom disruptions due to these devices.

All electronic devices should be silenced during class. Unless there is an emergency requiring immediate attention, phone calls should be returned during classroom breaks in an area of the building that is not disruptive to other classes. The noise created by playing audio equipment so that others can hear it, or by using mobile phones in areas where others are attempting to study or to do research is disruptive.

Notebook and tablet computers have become commonplace in the classroom. However, the use of such devices should be restricted to course-related purposes. General browsing of the Internet or engaging in email or social network conversations during class time is inappropriate.

Human Subjects Research

Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

Inclusive Language

In accordance with MTSO's inclusive language policy, all students are expected to use gender inclusive or gender neutral language in their writing and in classroom discussions when referring to human beings. Inclusive language is carefully and deliberately chosen to break barriers of exclusivity. It is for everyone and against no one. It focuses on the message given by guarding against inaccuracy in the vocabulary of the sender. Inclusive language is an intentional attempt to communicate in a universal way.

Grading Scale

MTSO's grading scale uses letter grades (A, B, C, D and F, with plusses and minuses as appropriate).

Outstanding work			Substandard but passing work		
A+	4.0	>=97%	D+	1.3	67%-69.9%
A	4.0	93%-96.9%	D	1.0	60%-66.9%
A-	3.7	90%-92.9%	D-	<i>not used</i>	
Good work			Failing work		
B+	3.3	87%-89.9%	F	0.0	
B	3.0	83%-86.9%			
B-	2.7	80%-82.9% (<i>lowest pass for D.Min.</i>)			
Work meets minimum standards			Other grades		
C+	2.3	77%-79.9%	P	Pass (equates to C- or higher)	
C	2.0	73%-76.9%	WP	Withdrawn Passing	
C-	1.7	70%-72.9%	WF	Withdrawn Failing	
			IP	In Progress	
			I or EX	Incomplete / Extension	
			AU	Audit	

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Pass/Fail Grading Option

Within certain limits, a student may complete up to nine credit hours at MTSO on a pass/fail basis, rather than for a letter grade (A, B, C, D or F). Dual degree students may take three additional hours pass/fail. All students seeking ordination are encouraged to check with their annual conferences (or appropriate judicatory) before exercising the pass/fail option in any courses, since they may have limitations on pass/fail courses that are different from those prescribed by MTSO.

The deadline for pass/fail applications is the end of the second week of the course. For weekend courses, the deadline is prior to the second weekend. For intensive courses, the deadline is by the end of the second day of class. Requests should be made with the Application for Pass/Fail Credit or via email showing faculty advisor approval. Requests to change to pass/fail grading in a course received after the deadline for these requests will not be accepted. Once a course has been changed to pass/fail, the course may not be reverted to standard letter grading. When exercising the pass/fail option, to receive a grade of pass the student must do at least the equivalent of C- work in the course. For example, if the student opts for pass/fail grading and his or her performance in the course would have earned a D+ grade and would have earned the student credit for the course within the letter grade system the student will fail the course and will not receive credit.

Incomplete Grades

The grade of I (Incomplete) may be used under special circumstances on a temporary basis when a student needs additional time on course assignments. To receive a temporary course grade of Incomplete, students must petition the professor, their faculty advisor, and the dean. Students must complete the petition and obtain the appropriate signatures unless they are physically unable. The completed petition must be delivered to Academic Affairs before the last day of regularly scheduled classes (before finals week) as listed on the Academic Calendar. It is strongly recommended that students deliver the petition to Academic Affairs for review at least one week prior to this deadline as lack of sufficient lead time may result in the denial of the petition. The dean may ask to confer directly with the student, faculty advisor, and/or instructor before making a decision.

The date by which all course work must be completed will be no later than four weeks after the last day of the term as listed on the Academic Calendar. For incomplete courses in which a new letter grade has not been submitted after one week has passed from the date by which all course work was to be completed, the grade will be recorded as an F.

Grade Changes and Appeals

Students who believe that they have not been graded fairly should first speak to the instructor who gave the grade. If, after this conversation, the student still believes that the grade is unfair, the student may file a written appeal with the dean, within 30 days of having received the grade, and set forth the reasons for the appeal. The dean will consult with both the student and the instructor. If the dean finds grounds to support the student's claim that the grade is unfair, the dean may modify the grade. The dean will render the decision regarding the appeal in writing.

Faculty members may change grades within 30 days after the final grade deadline for the term in which the course was taken. After the 30-day period, no grades will be changed unless there is a petition because of extenuating circumstances.

Documenting written work at MTSO

All written work submitted for courses at MTSO must conform to the Note-Bibliography style in the Chicago Manual of Style (17th edition) or, for MACM students, the American Psychological Association (6th edition). A standardized format enables the readers to have full and immediate information

concerning works cited and consulted by the writer. The format must be followed consistently throughout the paper, including footnotes, endnotes, in-line notes, and bibliography. Mixing the two styles in the same paper is not permitted. Papers not conforming to a proper and consistent style may be returned to the writer for a re-write or with a grade that reflects failure to follow the required format. If you have questions, please consult with the school's writing instructor, the dean, or a faculty member.

Instructors may designate one of the two styles as mandatory for assignments in a course. Papers not conforming to a proper and consistent style may be returned to the writer for a re-write or with a grade that reflects failure to follow the required format. If you have questions, please consult with the school's writing instructor, the dean, or a faculty member.

For a helpful discussion of how to avoid academic misconduct, see the Purdue University Online Writing Lab (OWL) website at <https://owl.english.purdue.edu/owl/resource/589/02>.

Academic Misconduct Policy

Freedom of inquiry and expression are essential to the educational process, but this freedom must operate within a system of order. Accordingly, academic misconduct in any form will not be tolerated and may result in failure of course work or other sanctions up to and including expulsion.

The following are specific (but not all-inclusive) examples of academic misconduct:

1. Cheating on examinations of any kind by whatever means, including preparation for an examination by means of obtaining copies of examination, past or present, and copying from other students.
2. Use of oral and/or written private research of a paid or voluntary person and representing this work as one's own, whether within the classroom or in any context of the academic program.
3. Borrowing without attribution (plagiarism or misuse of sources) from published and unpublished works, including writings and media in any format taken from websites, apps, and other online sources. Plagiarism is defined for these purposes in a broad rather than a narrow sense and therefore is not limited to definitions found in Civil Law which apply to Copyright Laws, the commercial reproduction of books, articles, images, and audio and video recordings.

This policy applies not only to the production of written assignments, but also to oral, electronic, and digital work presented in any format. Students are always expected to attribute clearly and explicitly work that is the intellectual and creative property of others.

Sanctions for Academic Misconduct

When academic misconduct has been established to a faculty member's satisfaction, the faculty member may assign the student a failing grade on the assignment or in the course, and may recommend stronger sanctions to the dean.

Faculty members are required to report all incidences of academic misconduct to the dean. The instructor must submit documentation of academic misconduct to the dean and to the student. The dean's determination of whether academic misconduct occurred is not subject to appeal. If the dean determines that no violation has been committed, the dean will address with the faculty member penalties imposed in the class. The dean may impose additional sanctions to the student beyond those given by the instructor (e.g., required meetings with the writing instructor, reprimand, probation, suspension or dismissal). Sanctions will be communicated by the dean to the student and to the student's faculty advisor in writing with copies of all communications and documentation retained in the student's permanent record.

HB/NT641 The Dead Sea Scroll, Jewish History, and Christian Origins

Fall 2019, Wednesday, 2:00-4:50

Dr. John Kampen, jkampen@mtso.edu, 740-972-2600, Library 6

If a student is found to have committed academic misconduct a second time, the dean will typically impose the sanctions of suspension or dismissal. The dean shall initiate any suspension or dismissal for academic misconduct by giving the student written notice specifying the charge against the student and the sanctions imposed. The dean may in some circumstances meet with the student to communicate the charges and discipline prior to formal written communication.

Academic misconduct disciplinary appeals process

If a student wishes to appeal the sanctions imposed by the dean, the student shall inform the dean in writing within 14 days from the date contained in the dean's notification of sanctions.

The appeal shall be scheduled for hearing by an executive session of the Academic Affairs Committee of the School on or before the date of the Academic Affairs Committee's next regularly scheduled meeting. If a member of the Academic Affairs Committee must recuse themselves due to a conflict of interest, the Chair will ask another member of the Executive Faculty to serve in an *ad hoc* capacity, starting with members of the Faculty Personnel and Student Review Committees. The student shall have the right to present evidence of extenuating circumstances which would warrant leniency.

The Committee shall deliberate in private session and will decide by majority vote to accept, reject, or amend the discipline recommendation by the dean. The decision of the Committee shall be communicated in writing with documentation retained in the student's permanent record.

VIII. Supporting Materials (optional)

- Bibliography (*must conform to the Note-Bibliography style in the Chicago Manual of Style (17th edition) or, for MACM students, the American Psychological Association (6th edition).*)
- Additional Guidelines