

Lectionary Response Paper (3 pages) (30% of final grade) Due June 2, noon

Description: An analysis of one day’s or week’s lectionary readings, (or a Bible Study unit) considering the messages about Christians and Jews that have been found in them and how our examination of early Judaism and Christianity might challenge those messages.

Contents:

- 1) Introduction – What are the passages under consideration? How do they seem to be connected? What part of the Christian year are they intended for? How do they relate to that time of year?
- 2) Jewish and Christian representations – What messages / descriptions of Jews and Christians are suggested (explicitly or implicitly) in the texts? Does the Gospel or Epistle reading directly mention one of the readings or topics from the Hebrew Bible? If so, what is its attitude?
- 3) Reconsiderations – Given the material we’re reading for the class, particularly *The Bible, The Jews, and the Death of Jesus*, are there new connections or new questions about these texts that you can see?
- 4) Reflection - How has this exercise affected the way you read these particular texts or the things you were taught about these texts and about the Jewish people?

Criteria for Evaluation

This assignment will be graded on how well it answers the above questions and the degree of detail and analysis. Vague answers and ones which do not discuss the significance of the details given will not receive full credit.

	Excellent	Good	Fair
Introducing Text	Clear, concise introduction of texts and lectionary setting	Some detail, but setting not entirely clear	Minimal detail, introduction missing or doesn't fit w/ rest of paper
Jewish & Christian Representation	Clear, detailed consideration of messages about Jews & Christians, & interpretations (Detail & Implications)	Either less detail of messages or less discussion of implications	Minimal detail and discussion of implications of texts
Reconsiderations	Clear, detailed discussion of reconsiderations of the text (Detail & Implications)	Either less detail of new views or less discussion of their implications	Minimal detail and consideration of the reconsiderations of the texts
Reflection	Clear, detailed discussion of the process of looking at the texts from a new direction, clear connection to introduction	Either less detail in reflection or less connection to the introduction	Minimal detail and no connection to the introduction
Mechanics			
- Structure	Polished, enjoyable to read, creative	Thesis, flow, and transitions present but not clear	Structure difficult to follow, No thesis or transitions between sections
- Grammar & Spelling	Polished, excellent use of appropriate terminology	A few spelling and grammatical errors	Serious spelling and grammatical errors making comprehension difficult
- Citations (as needed)	Excellent, Complete	Most sources cited correctly and fully	Few or no citations, web links incomplete

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Grading:

Numerical Grade	Explanation
A (4.0)	Excellent in all four content areas AND exceptionally well-written
A- (3.7)	Excellent in all four content areas
B+ (3.3)	Excellent in three content areas, Good in one
B (3.0)	Excellent in two content areas, Good in two
B- (2.7)	Excellent in one content area, Good in three
C+ (2.3)	Good in all content areas
C (2.0)	Good in two or three content areas, Fair in rest
C- (1.7)	Fair in all content areas (lowest passing grade)

(an Excellent and a Fair will average out to two Goods)

Note – papers with excessive grammatical or stylistic problems will not be graded until they have been revised. (Such papers may not receive more than a B+.)