REL 104: INTRODUCTION TO BIBLICAL LITERATURE

Course Name and Description

REL 104 INTRODUCTION TO BIBLICAL LITERATURE Credit 3 hrs.

The purpose of this course is to give students an overview of the Bible, its themes, and narratives. Stories of the Hebrew tradition, proverbs and parables are covered for relevance to today’s social, economic, gender and spiritual challenges of the human condition and in modern society.

Course Objectives

- To increase students’ knowledge of the content of the Biblical text.
- To encourage students to cultivate reading and writing skills that relate to Biblical stories, narratives, and parables.
- To think about significant influences the Bible has on modern day human experiences.

Course Policies

- **Attendance and Participation:** The university expects class attendance.

- The specific number of absences for this class must not exceed ten percent (10%) of the total number of contact hours/meeting days established for the course, as established by the university and the South Carolina Department of Education.

- Attendance is the responsibility of the student. Absence from class for more than 10% (3-4 classes) of the scheduled class sessions, whether excused or unexcused, is considered excessive.

- For absences that are considered excessive, your instructor will contact the Vice President of Student Affairs, who will research the reasons for said absences and will move forward with scheduling a meeting with you and the appropriate unit head.

- In some instances, excessive absences will be addressed as combined effort between the Vice President of Student Affairs and the Vice President of Academic Affairs.

- Please note that bodily presence in the classroom is not synonymous with attendance. If you are unprepared for class, disruptive, inattentive, or asleep, you may be counted absent and potentially asked to leave the classroom. Students who leave class early, without an excused reason, will be marked absent.

- **Lateness:** Three instances of being tardy are equivalent to one absence.

- **Class Participation:** You are expected to attend each class session and actively participate in class assignments and activities. You are responsible for all class information whether you are in attendance or not. Disruptive behavior or disrespectful behavior is not permitted and will result in disciplinary action or dismissal from the course. Inappropriate behavior {fighting, threats, profanity, throwing/displacing objects, talking on cell phone/texting, other disrespectful behaviors} will not be tolerated and are in direct violation of the university’s Code of Conduct.
Rules (see 2017-2018 Student Handbook on the university’s website). Disrespect in any form will not be tolerated.

- **Learning Disability**: If you suspect you have or have been diagnosed with any type of learning disability, please inform your instructor and submit the necessary paperwork to ensure that your academic needs are being met.

- **Academic Integrity**: All members of the academic community recognize the necessity of being honest with themselves and with others. Cheating in class, plagiarizing, lying, and employing other methods of deceit diminish the integrity of the educational experience. Academic Policy states, “Use of cellular phones in class, the library and computer labs or university events is prohibited. Use of phone or other communication devices during tests or exams will be treated as academic dishonesty.” Faculty will hold students responsible for academic integrity and will demand academic honesty on all work for the course. The instructor retains the right to set the minimum "academic" penalty for academic dishonesty in a course which includes failure of the course. See Student Conduct Code for definitions of Academic Dishonesty, including cheating and plagiarizing.

- **Plagiarism**: “Plagiarism is the act of representing as one’s own the ideas or words of someone else and is the worst form of cheating. Allen University does not condone cheating in any form. Therefore, any student who borrows ideas, oral or written, from books or other sources, representing them in tests, term papers, themes, or other written assignments as his/her own, will be penalized. (Adapted from the Allen University Student Handbook.)

- **Appropriate Dress**: Head coverings including hoods are prohibited for men in any building. Hair wraps and bandanas are prohibited for all students outside of the student’s living quarters. Shoulders and underwear should be covered. (Adapted from the Allen University Student Handbook)

- **Electronic Usage Policy**: Laptops are not allowed to be used in class, except by instructor permission. Cell phones are not permitted to be used in class, except by instructor permission. Please place phones on vibrate or off, out of plain site either in a book bag, pocket or purse. You may be dismissed from class for noncompliance with this policy. Listening or Recording devices are not permitted to be used in this class without prior Accommodation Service Documentation/Verification and the Instructors permission.

- **Grading Policies and Procedures**: Strive to complete each assignment to the best of your ability because there is no guarantee for extra credit. Your participation in this course is based entirely upon the goals and expectations you set for yourself. A copy of all your assignments should be kept for the duration of the semester and any concerns about your grade should be addressed as they develop. Office hours are kept specifically for this purpose.

- **Grade Challenges**

  - All grade challenges (including quiz errors) should be submitted in writing within 48 hours of the assignment being returned. Students seeking to challenge the grade must clearly explain the issue in question and provide evidence (i.e., specific examples from the assignment in question and evidence) that warrants the change. The steps for this process appear below:

  - Read through the assignment and make note of any comments.
- Next read the assignment directions and/or instructional sheet (if applicable) and compare your assignment against the criteria marks you received in the rubric.

- If there are segments or aspects of a question where you think you deserve higher marks, then provide evidence that supports your assertion for the points in question---if from a course materials/text, provide page numbers.

- Explain how and why this evidence warrants a change in the grade. Again, you must give specific examples that support your assertion before you explain why you feel you deserve a higher mark.

- Type your concerns in a formal email and submit it to me within 48 hours of having the assignment in question returned. I will review what you have written and schedule a meeting to discuss my final decision or return my response via email.

- Students must address any discrepancies in their grades (errors in grading, mistakes by the instructor, etc.) within a reasonable time. A reasonable time means any mistakes in assignments completed before the midterm should be addressed before the midterm exam is taken.

- Websites designed to help students avoid plagiarism:
  - [http://plagiarism.org/](http://plagiarism.org/)
  - [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)
  - [http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html)

- **Bonus Points**
  From time to time bonus point opportunities may arise; however, there is never a guarantee for bonus points. The opportunities will be given in class. There are no make-up bonus opportunities. The cap for bonus points is 25 points per student. You may be able to improve a low grade through bonus point opportunities.

- **Exam Make up Policy** —Early Exams are only available to students who have prior University commitments required and arranged by the University. Students must notify the Professor of athletic and or academic commitments to make arrangements prior to the day of the exam. Documentation must be provided explaining the extenuating and unavoidable circumstances and/or commitments. The date and time of the early exam must be no more than a week before the exam is scheduled. Not showing up for the exam without notifying the professor prior to the day of the exam will result in a non-negotiable 50/F on the exam. The only other exceptions to the no makeup exam policy will only be granted for emergencies in which there is a medical note with a date and signature, police report with a date and signature, or other official document with a date and signature.

- **Exam Tardiness:** Students must be on time for their examination. Any student more than 10 minutes late for an exam will have 5 points deducted from their overall exam score. This policy is to eliminate cheating and provide an interruption free testing environment. ALL CELL PHONES MUST BE TURNED OFF DURING EXAMINATIONS. No iPods or other Electronic Listening Devices are ALLOWED during examinations.
• Social Media (forthcoming as a separate document)

• Collaborative Work: Criterion and Rubric, if applicable.
Course Units

Outline of Content:
- Part 1: Academic Life
- Part 2: The Torah
- Part 3: Deuteronomy – Five Major Stories of Israel’s History
- Part 4: Prophets, Exile (597-538 BC) and New Beginnings (538-515 BC)
- Part 5: Wisdom Literature
- Part 6: Poems, Stories, and End of Times
- Part 7: Jesus and the Parables
- Part 8: Pauline Letters and the Ancient Apocalypse

Student Learning Outcomes and Assessment

SL 1: Students will identify major characters of the Old and New Testament.
SL 2: Students will demonstrate knowledge of narratives and stories about major characters in Hebrew/Jewish cultural and life experiences.
SL 3: Students will demonstrate knowledge of vocabulary words related to selected Old and New Testament texts.

- Assigned reading from textbook or other sources
- Assigned web-based material
- Vocabulary
- Weeks in which graded work will take place.

<table>
<thead>
<tr>
<th>Weeks of Instruction Only</th>
<th>Topics</th>
<th>Assigned Textbook Readings, Other Readings, Web-Based Readings</th>
<th>Writing and Reading Assignments, Vocabulary, Graded Work in Class</th>
<th>Student Learning Outcomes for</th>
</tr>
</thead>
</table>

(See grid below)
| 1 | Part 1: Academic Life: Leaving the Past Behind | • **The Syllabus**  
• Brain Hacking – 60 Minutes Interview  
• Burying the Dead - Luke 9:59–60  
  
  
  • [https://www.youtube.com/watch?v=OPbN1zUgSos](https://www.youtube.com/watch?v=OPbN1zUgSos)  
  
  
  
  • [https://www.princetonreview.com/college-advice/choosing-college-majors](https://www.princetonreview.com/college-advice/choosing-college-majors)  
<p>| Pre-Test |</p>
<table>
<thead>
<tr>
<th>Part 2: The Torah - Primal History of a People</th>
<th>The Cosmos <a href="http://www.amentisujai.com">www.amentisujai.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings:</td>
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<tr>
<td>Creation – Genesis 1 &amp; 2</td>
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<td>The Fall – Genesis 3</td>
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<td>Noah and the Flood – Genesis 6</td>
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<tr>
<td>Reflection Questions:</td>
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<tr>
<td>1. Why are the major figures in this text and who’s telling the story?</td>
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<td>2. Why are there two creation stories?</td>
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<td>3. How does the relationship between Yahweh and human beings develop in the stories of Genesis 1-11?</td>
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<td>4. Is Yahweh’s creation successful?</td>
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<td>5. What mistakes do humans make in these stories?</td>
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<td>6. How does Yahweh respond?</td>
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<td>7. What is the obvious lesson?</td>
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<td>8. What is the less obvious lesson?</td>
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<table>
<thead>
<tr>
<th>Quiz 1 (10 Points) on Academic Life: Leaving the Past Behind</th>
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<tbody>
<tr>
<td>-SL 1</td>
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<td>-SL 2</td>
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<tr>
<td>-SL 3</td>
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<tr>
<td>Readings in Class: Genesis 1-11</td>
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<tr>
<td>Writing Assignment in Class: Based on Genesis 1-11, write a creation story.</td>
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<td>Vocabulary:</td>
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<tr>
<td>Torah Eden</td>
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<td>Religion Tree of Eden</td>
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<td>Sacred Knowledge of Myth Good and Evil</td>
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<td>Cosmos Sin</td>
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<td>Ruah Flood</td>
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<td>Abyss</td>
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<tr>
<td>Seven</td>
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<tr>
<td>Imago Dei (image of God)</td>
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<td>Elohim Adamah Anthropomorphism Creation</td>
</tr>
</tbody>
</table>
| 3 | **Part 2: The Torah**  
**Hospitality and the Covenant (Agreement)** | **Readings:**  
The Tower of Babel – Genesis 11  
The Call of Abram - Genesis 12  
The Promise – Genesis 15  
Culture and Hospitality and The Promise Part 2 – Genesis 18  
Culture and Hospitality Part 2 – Genesis 19  
**Reflection Questions:**  
1. Why are the major figures in this text?  
2. In what part of the world does Abram live?  
3. How would you describe Abram’s culture?  
4. What is the Promise and how does the promise relate to Abram?  
5. What is Hospitality in Hebrew culture?  
**The Green Book and Route 66: African American Travel and Hospitality**  
https://www.youtube.com/watch?v=6V0Wxr37N70 | **Quiz 2 (10 Points) on Genesis 1,2,3 & 6**  
Readings in Class: Genesis 11, 12, 15.  
Writing Assignment: Describe your feelings about leaving home. What does hospitality mean to you?  
-SL 1  
-SL 2  
-SL 3  
**Vocabulary:**  
Abram  
Ur  
Canaan  
Bethel  
Sodom/Gomorrah  
Lot |
|---|---|---|---|
| | **Part 2: The Torah**  
**Lineage/Genealogy** | **Readings:**  
Birth of Isaac – Genesis 21  
The Test - Genesis 22  
Isaac and Rebekah – Genesis 24  
**Reflection Questions:**  
1. How important are lineage and genealogy?  
2. How is land ownership related to lineage? (Land Thief)  
3. Why is Abram’s and Sarai’s name changed to Abraham and Sarah?  
4. How important is one’s name? | **Quiz 2 (10 Points) on Genesis 11, 12, 15**  
Readings in Class: Genesis 21, 22, 24  
Writing Assignment: Create a family tree. How far back can you go? What do you think about land ownership?  
-SL 1  
-SL 2  
-SL 3  
**Vocabulary:**  
lineage  
genealogy  
inheritance |
| 5 | Part 2: The Torah – Lineage/Genealogy (cont.) | Readings:  
*Jacob and Isaac – Genesis 25*  
*Jacob’s Children - Genesis 29*  
*Joseph sold into slavery by his brothers – Genesis 37*  

Reflection Questions:  
1. Do mothers and fathers show favoritism toward children and their siblings? How?  
2. Who does Rebekah favor?  
3. How many children does Jacob have?  
4. Why is Jacob’s name changed to Israel?  
5. What is usual about Joseph?  
6. How might parental favoritism cause jealousy in the family?  

Quiz 3 (10 Points) on Genesis 21, 22, 24  
Readings in Class: Genesis 25, 29, 37  
Writing Assignment: Tell a personal story of jealousy in your own life or someone you know? What is the outcome of the story and what is the lesson learned?  
-SL 1  
-SL 2  
-SL 3  
Vocabulary:  
seer  
jealousy  
envious/haters |
|---|---|---|
| 6 | Part 2: The Torah – In Egypt | Readings:  
*Joseph in Egypt – Genesis 39*  
*Hebrews (Israel’s descendants) in slavery in Egypt – Exodus 1*  
*The birth of Moses – Exodus 2*  

Reflection Questions:  
1. Why must Joseph’s tribal family leave their homeland to go to Egypt?  
2. Why is it about the Hebrews that threatens the new Pharaoh? How are the Hebrews oppressed?  
3. What is Moses birth narrative and how does he grow up?  

https://www.youtube.com/watch?v=vX_VzI-r8NY  

Quiz 4 (10 Points) on Genesis 25, 29, 37  
Readings in Class: Genesis 39, Ex.1, Ex. 2  
Writing Assignment: If police brutality, stereotypes, prison pipeline, and inequalities in education are modern day oppression for African Americans, who are the modern-day liberators?  
-SL 1  
-SL 2  
-SL 3  
Vocabulary:  
oppression  
liberator  
freedom |
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<tr>
<td>Vocabulary: plague pharaoh Exodus</td>
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<td>Quiz 6 (10 Points) on Exodus 3, Exodus 7, Exodus 12</td>
<td>Readings in Class: Exodus 20, Joshua 1, Judges 1 Writing Assignment: Design and create your own set of commandments for your community. -SL 1 -SL 2 -SL 3</td>
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<tr>
<td>Vocabulary: commandment war land ownership</td>
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| 9 | Part 3: Nevi'im (Prophets) – A Great Nation | Readings:  
Israel's First King (Saul) – 1 Samuel 9  
The Calling of a Great King (David) – 1 Samuel 16  
David and Goliath – 1 Samuel 17  

Reflection Questions:  
1. How would you describe the political dynamics of power?  
2. What makes a bad king, and what makes a good king?  

https://www.youtube.com/watch?v=boekaySShvY | Quiz 7 (10 Points) on Exodus 20, Joshua 1, Judges 1  
Readings in Class: 1 Samuel 9, 1 Samuel 16, 1 Samuel 17  
Writing Assignment: How can theocratic, democratic, republican and oligarchic governments be dangerous?  
-SL 1  
-SL 2  
-SL 3  
Vocabulary:  
theocracy  
democracy  
oligarchy  
republic |
|---|---|---|
| 10 | Part 3: Nevi'im (Prophets) – A Great Nation Divided | Readings:  
Israel’s Great King – 2 Samuel 5  
Israel’s Greatest King (Solomon) – 1 Kings 1  
Israel/Judah Divide – 1 Kings 12  

Reflection Questions:  
1. What caused the divide among the 12 tribes? Hint: Remember Joseph, his eleven brothers, and family favoritism. | Quiz 8 (10 Points) on 1 Samuel, 1 Samuel 16, 1 Samuel 17  
Readings in Class: 2 Samuel 5, 1 Kings 1, 1 Kings 12  
Writing Assignment: What is the lesson in the stories of David, Solomon and the 12 tribes of Jacob (Israel)?  
-SL 1  
-SL 2  
-SL 3  
Vocabulary:  
Servant  
Tribe  
Zion  
City of David  
Concubines  
Philistine |
| 11 | Part 3: Nevi' im (Prophets) – Kings, Prophets, and Exile | Readings:  
345 years of Kingship – 2 Kings 13  
Prophetic Warnings  
Exile: Israel conquered by Assyria – 2 Kings 17  
Reflection Questions:  
1. What led to Israel’s captivity and exile?  
Nigerian Female Youth  
https://www.youtube.com/results?search_query=boko+haram+girls+documentary | Quiz 9 (10 Points) on 2 Samuel 5, 1 Kings 1, 1 Kings 12  
Readings in Class: 2 Kings 13, 2 Kings 17  
Writing Assignment: Write a reflection paper on losing one’s land and going into exile.  
-SL 1  
-SL 2  
-SL 3  
Vocabulary:  
Exile  
Ahaz  
Ancestors  
Judah  
Asherah  
Baal |
|---|---|---|
| 12 | Part 3: Nevi'im (Prophets) – Kings, Prophets and Exile Part 2 | Readings:  
Exile: Judah conquered by Babylon – 2 Kings 25  
Israelites return home – Ezra 1  
Solomon’s Temple rebuilt and completed – Ezra 6  
Reflection Questions:  
1. What led to Judah’s captivity and exile?  
Nigerian Female Youths  
https://www.youtube.com/watch?v=6ah2CmaDqgA | Quiz 10 (10 Points) on 2 Kings 13, 2 Kings 17  
Readings in Class: 2 Kings 25, Ezra 1, Ezra 6  
Writing Assignment: How does captivity affect communities?  
-SL 1  
-SL 2  
-SL 3  
Vocabulary:  
Zedekiah  
Nebuchadnezzar |
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<tr>
<td></td>
<td>The Story of Jesus</td>
<td>Birth of Jesus: Matthew 1, Luke 2</td>
<td>Matthew 3, Mark 1, Luke 4</td>
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<td>Baptism of Jesus: Matthew 3, Mark 1, Luke 4</td>
<td>Matthew 4, Mark 1, Luke 4</td>
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<td>Temptations of Jesus: Matthew 4, Mark 1, Luke 4</td>
<td>Matthew 5</td>
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<td>Teachings of Jesus (A religious, social and political view of survival): Matthew 5</td>
<td>Matthew 17, Mark 9, and Luke 9</td>
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<td>The Transfiguration: Matthew 17, Mark 9, and Luke 9</td>
<td>Writing Assignment: Write a Birth Narrative based on your life.</td>
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<td>-SL 1</td>
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<td>Vocabulary:</td>
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<td>Transfiguration</td>
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<td>Sermon</td>
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<td>Birth Narrative</td>
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<td>Oppression</td>
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<td>Politics</td>
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<td>Transfiguration</td>
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<td>14</td>
<td>Part 4: The Good News – The Story of Jesus</td>
<td>Readings:</td>
<td>Quiz 11 (10 Points) on Matthew 1, 3, 4, 5, 17</td>
</tr>
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<td></td>
<td>Jesus as the Son of God: John 9</td>
<td>King of the Jews: Matthew 21; Mark 11; Luke 19; and John 12</td>
<td>Readings in Class:</td>
</tr>
<tr>
<td></td>
<td>The Last Supper and the Betrayal, Trial and Crucifixion: Matthew 27; Mark 15; Luke 23; and John 18</td>
<td>Resurrection: Matthew 28; Mark 16; Luke 24; John 20</td>
<td>John 9</td>
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<td>The Ascension: Acts 1</td>
<td></td>
<td>Matthew 21; Mark 11; Luke 19; and John 12; Matthew 27; Mark 15; Luke 23; and John 18</td>
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<td>Matthew 28; Mark 16; Luke 24; John 20; Acts 1</td>
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<td>Writing Assignment: Write a story about a time in which you felt betrayed, or you betrayed someone.</td>
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<td>-SL 1</td>
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<td>-SL 2</td>
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### Part 5: A New Israel and the Birth of the Early Church

**Readings:**
- Pentecost – Acts 2
- Saul’s Conversion – Acts 9
- Growth of the Church (Jews for Jesus) – Other readings in Acts
- John’s Revelation on Patmos – Readings from the Book of Revelation

**Quiz 12 (10 Points)**
- John 9, Matthew 21, Mark 11, John 12, and John 18.
- Preparation for Exam

### Course Evaluation

**Grading:** The breakdown of your grade is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>180</td>
</tr>
<tr>
<td>Midterm</td>
<td>50</td>
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<tr>
<td>Final</td>
<td>50</td>
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</tbody>
</table>

Total: 280 points/100%

Midterm Test is October 5, 2017

Final Exams are between December 11th – 16th (TBA)

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A=5</td>
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<tr>
<td>80-89</td>
<td>B=4</td>
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<td>70-79</td>
<td>C=3</td>
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<tr>
<td>60-69</td>
<td>D=2</td>
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<tr>
<td>Below 60</td>
<td>F=1</td>
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### Required Course Textbook

- Rent from Allen University
- Purchase in print or for Kindle here: [https://www.amazon.com/Message-Bible-Contemporary-Language-ebook/dp/B00IV3836G/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1499212036&sr=1-1](https://www.amazon.com/Message-Bible-Contemporary-Language-ebook/dp/B00IV3836G/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1499212036&sr=1-1)

### In Class Course Reading, Listening, and Viewing List

- Video Viewings posted on Schoology.