

Program Project
BS501 Introduction to the Hebrew Bible

Final product due November 16, 2025 at 11:59pm ET (other earlier deadlines too, see below)

Description

The aim of the program project is twofold. It is meant to allow you to go a little deeper into one of the topics that you found most interesting concerning the Hebrew Bible. It is also a forum for you to showcase what you have learned *in line with the objectives of your program of study*. I want you to be able to develop something (a paper, sermon, creative piece, curriculum, etc.) that aligns with your skills, vocation, and interest.

Program Objectives

In order to design a project appropriate to your program, please take a moment to read through both your program objectives as well as the learning objectives in this course that align with them. Occasional students and certificate students may choose which program best aligns with their current interests.

	Program Objectives
MDiv	Demonstrate the knowledge and ability to reflect critically and constructively on theological, historical, and Biblical texts. Demonstrate the knowledge and ability to recognize and respond appropriately to diverse contextual dynamics.
MAPST	Articulate a spiritually grounded vision of peace, justice, and social transformation that integrates biblical, historical, and contemporary perspectives. Apply theological, Biblical and ethical reflection to real-world problems in ways that are contextually informed and spiritually grounded.
MATW	Hone skills in different genres and mediums of theopoetics and writing. Integrate learning that is interdisciplinary, intercontextual, and imaginative across theology, theopoetics, and the arts.
MAR	Demonstrate an ability to research and think critically. Attain a survey knowledge of various theological disciplines.

Form

Having reflected on your program objectives, select the form you would like your project to take.

Note: All projects, no matter the form, must cite biblical research using Turabian citations.

- Traditional Research Paper: The traditional research paper is formed around a question and an argument. The argument should be something that reasonable people can disagree upon. It is well organized with a clear introduction and conclusion. 2,000 words.
- Other forms of writing: Students might choose to develop a piece in conversation with a biblical book/story *and informed by biblical scholarship*. Examples include a short series of short essays, a short poetry book, a midrash (in the style of Gafney), and so on. Because each form of writing is different, length details should be worked out with the instructor.
- Curriculum/ Lesson: This project involves the development of a lesson around a book or chapter of the Bible conceived of within a broader curriculum. You do not have to fully develop every lesson within the curriculum, but your lesson should make sense within a broader, *well-researched* scheme. Your lesson must utilize research and your use of research should be evident *through citations* in your design. Please include information about who the intended participants, setting, and anything else that might help give context to your lesson. Elements that will be helpful to include: introduction, objectives, procedure, activities, etc. The design depends on the target audience and setting.¹
- Sermon/ Homily: Your sermon/homily should be designed with a particular congregation or audience in mind, and it must be *written and recorded* (not necessarily before a live audience). The topic should center on a particular passage within the Hebrew Bible. The sermon/homily must incorporate *research*. 2,000 words.
- Podcast/ Video: The podcast or video can be done in various formats (monologue, interview, conversational, storytelling, etc.). Evidence of your *research* should be indicated in some way in the final product. The final product should contain a written component discussing the product, describing the relationship with the Hebrew Bible and how research was incorporated. This should include citations.
- Performance/ Visual Art with Written Component: Because each medium is different the details for this project option should be worked out with the instructor. The art should be created in conversation with the Hebrew Bible. The final product should contain a written component discussing the product, describing the relationship with the Hebrew Bible and how research was incorporated. This should include citations.
- Other: If you have another idea for a project, run it by me! My approach for these projects is to say “yes” as much as I can. I am happy to dream and create with you.

Note: All projects, no matter the form, must cite biblical research using Turabian citations.

Steps

1. Read the rubric (below) so that you know what is expected of you at each stage of the project.
2. Consider what you might want to do for your final project. If it would be helpful to schedule a brainstorming meeting with me, please know that I am open to that.

¹ Lesson plans come in many shapes and sizes. I am expecting something on the more robust side given that this is the final project.

3. Set a meeting with me to discuss your final project before Sept 12. In this meeting be prepared to discuss 1. how your idea relates to your program objectives and 2. what form you would like your project to take.
4. Compose an annotated bibliography with seven (7) sources. See more details [here](#). I suggest starting with an academic Bible dictionary like [AYBD](#) and mining its sources.
5. Submit a comprehensive draft of your project. The more comprehensive your draft, the more useful your feedback from the instructor.
6. Incorporate the instructor's feedback into your final product. Submit your final product along with the self evaluation

On the use of sources in your project: not every source must be used to the same extent. If two sources agree on a point, cite both. If you seriously consult 10 sources, but only use 8, that is okay. If you find yourself only using 2-3 sources, you might need to look for more/better sources to support your project.

On assessment: Please notice in the rubric below that I have prioritized process over product. I want you to feel free to take risks as you develop your project knowing that I am primarily assessing how you follow the steps, not what the end result looks like.

Benchmarks

- One-on-One Meeting (before Sept 12)
- Annotated Bibliography (due Oct 6)
- First Draft (due Nov 7)
- Final Product & Self-Evaluation (due Nov 16)

****Please see the rubric below****

**BS-101 Introduction to the Hebrew Bible
Program Project**

Student:

Degree Program:

Title of Piece:

Meeting

1. The student met with the instructor on or before September 12.

Inadequate

Exemplary

Comments:

2. The student came to the meeting having read and thought about their program objectives, the various forms their project could take, and a rough idea about the content.

Inadequate

Developing

Accomplished

Exemplary

Comments:

Annotated Bibliography

3. The student submitted their annotated bibliography on or before October 6.

Inadequate

Exemplary

Comments:

4. The student selected seven sources, each appropriate to their project and representative of academic research on the Bible. (Students may consult more sources for their final project.)

Inadequate

Developing

Accomplished

Exemplary

Comments:

5. The student's citations were in Turabian style. (Students who do not turn in Turabian citations will be asked to revise and resubmit within 48 hours and will not receive an "exemplary" on this line.)

Inadequate	Developing	Accomplished	Exemplary
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Comments:

6. In their annotation, the student included 1. how they knew that the source is an academic source, 2. a 1–2 sentence overview of its contents, and 3. how it related to their project.

Inadequate	Developing	Accomplished	Exemplary
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Comments:

First Draft

7. The student submitted their draft on or before November 7.

Inadequate			Exemplary
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Comments:

8. The student's rough draft is comprehensive; all major sections are drafted, citations are mostly in place (formatting is not necessarily done at this point), a bibliography (**different from** the annotated bibliography) is appended to the project.

Inadequate	Developing	Accomplished	Exemplary
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Comments:

9. The student's rough draft demonstrates attention to *their* program's particular objectives.

Inadequate	Developing	Accomplished	Exemplary
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Comments:

Final Product & Self-Evaluation

10. The student's final draft incorporates the instructor's feedback to a high degree. All sections are complete, including a properly formatted bibliography in Turabian style.

Inadequate	Developing	Accomplished	Exemplary
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Comments:

11. The student's final draft demonstrates attention to *their* program's particular objectives.

Inadequate	Developing	Accomplished	Exemplary
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Comments:

12. The student thoughtfully completed their self-evaluation.

Inadequate	Developing	Accomplished	Exemplary
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Comments:

13. Overall rating: