

Faculty Development Plan  
Name  
Department of Ancient Scripture

- A. The faculty member's self-assessment of his or her strengths, skills, competencies, interests, opportunities, and areas in which the faculty member wishes to develop.

### **Strengths, Skills, and Competencies**

Before being hired as a full-time faculty for Brigham Young University, I taught for two years as an adjunct instructor in the Department of Ancient Scripture, which is my present department.

While teaching as an adjunct, I had the ability to develop a number of the courses that is currently my responsibility. Now as a full-time faculty member, I am able to hit the ground running in my teaching responsibilities in my first semesters.

I bring a number of distinctive skills to the university and the department of Ancient Scripture.

My doctoral training and my dissertation focused on rabbinic literature and Jewish Studies.

Although there are faculty who have done and are doing excellent work in other areas of Jewish Studies, I am, as far as I am aware, the only one working specifically in rabbinic literature (specifically Mishnah, Talmud, and Midrash). My training in this field of study gives me a distinctive perspective on not just the literature of my academic specialty but also on the scriptures of the Restoration. In addition, my dissertation research focused on how the rabbinic sages interacted with and understood others in the ancient Mediterranean. This gives me ability (and desire) to connect across the ancient world, rather than focusing on just one aspect of it.

Because my academic training was in the Department of Near Eastern Languages and Cultures, I have a strong background in the languages of the ancient world, including Hebrew, Aramaic, and Greek. This background in languages gives me the ability to help students approach the world on its own terms. I often call this "letting the scriptures breath." Doing this helps students learn

from the scriptures themselves rather than what the students assume they already know about the scriptures.

I am naturally quite comfortable in the classroom, and generally have a good rapport with my students. One of the reasons why I am happy to be employed at BYU is the focus on the students and the teachers. Although I have a lot to say in my research, my primary goal is to help my students better understand themselves and the scriptures. This involves learning about the contexts in which the scriptural authors lived. I love to see my students realize that the scriptures are about real people dealing with real difficulties.

### **Interests and Opportunities**

My interests are firmly situated in the ancient world, and seeing how different religious groups and people interacted with and understood one another. In my “home” discipline of rabbinics and Jewish Studies, this involves looking at how the ancient Jewish sages lived in a world of biblical ideology and Graeco-Roman influence. In the Book of Mormon this involves questions of how the Nephites understood their relationship to their Israelite and Judahite heritage, and what that meant for their own cultural and religious development. One of the great opportunities involved with teaching at Brigham Young University is the ability to do scholarship on the Book of Mormon and other Restoration scriptures. Indeed, this is one place where my interests and my opportunities closely coincide. One other opportunity that I have working is the chance to explore how rabbinic Judaism can help inform us about ancient Judaism and its relationship to the New Testament.

### **Areas to Develop**

I wish to develop as a scholar, both in my field and for a Latter-day Saint audience. I have a lot of ideas for research and papers, and one of the challenges is to not get distracted by the sheer variety of my interests, but to see projects through to their end. Indeed, project management in general is one place in which I have room to develop. This includes looking at the courses I teach and finding ways to help my TA take on portions of the grading process that I am currently responsible for, without diminishing my own role in assessment. In addition, I would like to develop more contacts and responsibilities in my academic discipline.

- B. The faculty member's professional goals in citizenship, teaching, and scholarship (or citizenship and professional service, for professional faculty) and the plan to accomplish these goals.

### **Citizenship**

A. Serve on the Inservice Committee for Department of Ancient Scripture

- a. I am currently serving as the REL A 250 Inservice coordinator for the department.

I will continue to do so as required. I have created a folder on Box where colleagues teaching 250 can upload syllabuses and other course materials. I am also preparing a list of specific topics for discussion dealing with issues that are distinctive to the teaching of REL A 250.

B. Serve in whatever other capacities are asked of me.

- a. I have been serving on the College of Religious Education's Friday Faculty Forum Committee.

C. Work to facilitate interaction between various scholars on campus who work on various parts of the ancient world

- a. I have started the process of setting up an ancient studies reading group among faculty, where we come together and read and discuss a text from our various

specialties. I have received positive interest from a variety of sources. For the next part of this, I need to arrange a meeting time and place.

D. Develop contacts and responsibilities in rabbinics

- a. Attend the business meetings of the Rabbinics and Midrash sections at the annual meetings of the Society for Biblical Literature.

**Teaching**

A. Improve organization and speed of returning graded materials to students.

- a. Although I have a generally good rapport with my students, sometimes I can improve the process of grading assessments, and streamlining getting those back to students. I am working with my TA in order to create a better system for grading assessments.

B. Pay attention to student ratings in order to improve class generally.

- a. As part of this goal, I will be using the Center for Teaching and Learning's Midcourse Assessments.
- b. I will also be using the Student Consultants on Teaching.

C. Invite other faculty to give feedback on teaching.

**Scholarship**

A. Finish and submit at least one article to the academy per year.

- a. This includes an article on Paul's understanding of the Jewish law of idolatry. The first draft is finished. Because it is a New Testament article, I will be circulating a

draft to some of my colleagues who are experts in the New Testament. My current plan is to submit this article to *Journal of Biblical Literature*.

b. The other article I have planned is on the portrayal of the biblical Twelve Tribes in rabbinic literature. I have already presented parts of this research at various conferences, and am now working on revisions. I am looking to publish it in the *Journal for the Study of Judaism*.

c. I have also begun work on looking at how the Ptolemaic/Aristotelian cosmology system is expressed by the rabbinic Sages.

B. Finish and submit at least one article to an LDS audience per year.

a. I currently have an article under review at *BYU Studies* on Jesus as halakhic master. I will be presenting a version of this paper at the 2018 Sidney B. Sperry Symposium.

b. In addition, I am working on a project on redaction in the Book of Abraham that I am aiming for publication in *Studies in Bible and Antiquity*.

c. I have had an abstract accepted for the 2019 Sperry Symposium on the Book of Mormon. The paper submission for that is due in October 2018. The hope here is that it will be accepted for publication in the conference volume. If not, then I will submit it to the *Journal of Book of Mormon Studies*.

d. In addition, I am submitting a paper for presentation at the conference of the Book of Mormon Studies Association.

C. Revise and publish my dissertation.

a. This is one of the major projects for Spring 2018. My current plan is to have the manuscript revised by the end of Spring/Summer.

D. Work on book on Law of Moses in the Book of Mormon.

- a. I am working through the Book of Mormon finding places where the law of Moses informs the narrative and doctrine of the Book of Mormon.

E. Continue to invite appropriate faculty to give feedback on scholarship.

C. The relationship between individual goals and department and university aspirations and needs.

My individual goals are based around my core belief that the best teachers are the best scholars and vice versa. In the Department of Ancient Scripture, we teach a wide variety classes that are pointed at the general student in this university. My goals to become better in the classroom helps to better serve the many students for whom I have responsibility.

My goals to improve myself as an academic, both by increasing my own understanding of my field and my interactions with my fellow scholars, increase my usefulness to my students as a resource on topics related to my classes and to other topics related to the ancient scriptures. In addition, as I work to establish myself as a scholar in the field of rabbinics and ancient Judaism, it allows to serve as resource for this important topic to both the University and the Church.

D. Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.

My department has already provided me with a wide variety of resources to accomplish my goals. I have funding for the purchase of research materials and books. I have funding to travel and present and conferences. As one of my colleagues has so aptly put it, I have an embarrassment of riches given to me to help me accomplish my goals.

E. The faculty member's activities and accomplishments so far in achieving the goals.

See part C for discussion for examples of this.

My interests are firmly situated in the ancient world, and seeing how different religious groups and people interacted with and understood one another. In my “home” discipline of rabbinics and Jewish Studies, this involves looking at how the ancient Jewish sages lived in a world of biblical ideology and Graeco-Roman influence. In the Book of Mormon this involves questions of how the Nephites understood their relationship to their Israelite and Judahite heritage, and what that meant for their own cultural and religious development. One of the great opportunities involved with teaching at Brigham Young University is the ability to do scholarship on the Book of Mormon and other Restoration scriptures. Indeed, this is one place where my interests and my opportunities closely coincide. One other opportunity that I have working is the chance to explore how rabbinic Judaism can help inform us about ancient Judaism and its relationship to the New Testament.

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  - d. In addition, I am submitting a paper for presentation at the conference of the Book of Mormon Studies Association.

To facilitate these publications, I will be:

- 1) Writing at least 15 minutes a day, per the training put on by the Faculty Center
- 2) Write first thing in the morning
- 3) Solicit feedback from colleagues
- 4) Set a deadline to have the Romans paper submitted to *Journal of Biblical Literature* by June 15<sup>th</sup>.
- 5) Set a deadline to have Twelve Tribes paper submitted to *Journal for the Study of Judaism* by July 15<sup>th</sup>.
- 6) Have draft for 2019 Sperry paper done by August 15<sup>th</sup>.
- 7) I will begin reading in Jewish and Greek astronomy in order to continue to learn about the interactions between Jewish and other astronomical notions.

In order to evaluate my success in my scholarly program, I will keep record of the dates for my deadlines for submissions. In addition, I will keep a log of my time writing in order to remain accountable for my writing. I will also keep a record of books that I am reading, and a journal of scholarly ideas those books promote.



## Citizenship Project

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### B. There is a wealth of Work to facilitate interaction between various scholars on campus who work on various parts of the ancient world

- a. I have started the process of setting up an ancient studies reading group among faculty, where we come together and read and discuss a text from our various specialties. I have received positive interest from a variety of sources. For the next part of this, I need to arrange a meeting time and place.

## Course Development Project Grant Proposal

In order to help with students learning, I believe it is helpful to have hands on experiences with the ancient world. This is especially true in the Pearl of Great Price, where there is a wide variety of texts, and physical objects helps the scriptural world come to life for students. These replicas give students a window into the ancient world.

Because of the variety of texts in the Pearl of Great Price, I would be purchasing a variety of objects for show and tell. This includes replicas of Roman and Jewish coins for Joseph Smith-Matthew, a replica of a Torah scroll for use in discussing canonization and scripture, Egyptian replicas like the four sons of Horus for use with the Book of Abraham, and others.

# **REL A 327 - Section 001**

**Summer 2018**

**Section 001: 170 JSB on T Th from 9:00 am - 10:50 am**

## **Instructor/TA Info**

### **Instructor Information**

**Name:** Avram Richard Shannon

**Office Location:** 303J JSB

**Office Phone:** 801-422-3139

**Office Hours:** Tue, Thu 9:00am-9:50am

Or By Appointment

**Email:** avramrshannon@gmail.com

### **TA Information**

**Name:** Christina Turner

**Office Hours:** Only By Appointment

**Email:** turnerchristina10@gmail.com

## **Course Information**

### **Description**

The Pearl of Great Price represents some of the most important and distinctive scripture of the Church of Jesus Christ of Latter-day Saints. It contains important truths about Latter-day Saint cosmology, including both the creation and the end of the world. It exemplifies some of Joseph Smith's most distinctive writings and translations and so testifies to his role as a prophet in the Restoration and as a servant of Jesus Christ. Students of this course will closely examine the various texts that make up the Pearl of Great Price, in order to gain a greater understanding of the key doctrines restored about Jesus Christ and his Church through his chosen prophet, Joseph Smith. We will also be looking at what the Pearl of Great Price teaches us about what the Church of Jesus Christ of Latter-day Saints means and understands about scripture, helping us to better see how Heavenly Father communicates with his children.

### **Materials**

### **Learning Outcomes**

#### **Context**

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—the Pearl of Great Price in the historical and cultural context of its various components.

#### **Doctrines and Principles**

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—the fundamental doctrines and principles found in the Pearl of Great Price.

## **Witness of Christ**

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—how the Pearl of Great Price bears witness of Jesus Christ.

### **Application**

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—how selected passages in the Pearl of Great Price can be applied to daily living.

### **Grading Scale**

<b>Grades</b>	<b>Percent</b>
<b>A</b>	93%
<b>A-</b>	90%
<b>B+</b>	87%
<b>B</b>	83%
<b>B-</b>	80%
<b>C+</b>	77%
<b>C</b>	73%
<b>C-</b>	70%
<b>D+</b>	67%
<b>D</b>	63%
<b>D-</b>	60%
<b>E</b>	0%

### **Grading Policy**

Items are due at the beginning of the class period on the listed date. Late items will be accepted, but the total grade will be lowered by 10% for every day late, up to a minimum of 50%.

Part of the mortal experience of our lives is learning to become agents, and so part of your grade will be self-reported and on your honor. This includes your weekly reading, as well as your participation assessment. You are required to read at least 30 minutes a day for this class. This may be personal reading or reading for class. Each week you will mark on Learning Suite whether you accomplished this activity.

There will be weekly quizzes over the material which are administered at the beginning of class. These quizzes will be between 3-5 questions and will be taken from the reading guides. The purpose of these quizzes is to encourage you in your reading as well as to measure attendance. These quizzes may NOT be made up, but as I understand the vagaries of life, your lowest quiz grade will be dropped.

There will be periodic thought papers that are designed to give you a place to engage in thinking about and applying the scriptures to your own life and experiences. These papers are mostly graded on completion, but points will be removed for incorrect formatting or grammatical errors. It is to be written in 12 pt. Times New Roman double-spaced type. These thought papers are 1.5 to 2 pages long.

Examinations are a combination of multiple-choice, short answer, and essay questions. Like the quizzes, many of the questions for these examinations come from the provided reading guides. The examinations test both your retention of the narratives and principles of the Pearl of Great Price, as well as your ability

to integrate that information in new ways. There will be three examinations. The first two examinations are open-book and administered via Learning Suite. These examinations will be timed, and will serve as preparation for the Final Examination. The Final Examination is cumulative, closed book, and will be administered on the scheduled Final Examination day.

### **Participation Policy**

Those students who are most engaged in class discussion get the most out of the class, both in terms of grades and in terms of individual growth and engagement with the Pearl of Great Price. Doctrine and Covenants 50:13-22 suggests the importance of both the teacher and the learner to be spiritually engaged, that "both are edified, and rejoice together" (D&C 50:22). To this end, you will be required, twice in this course, to assess your level of participation in the course. You will assess yourself on your completion of the assigned readings, your preparation for class and use of the Reading Guides, your contributions in class, and your alertness and attentiveness. I do not make this grade--it is entirely up to you.

### **Classroom Procedures**

Students should bring a personal, printed copy of the Standard Works of the Church of Jesus Christ of Latter-day Saints. We will be primarily focused on the Pearl of Great Price but will have occasion to read verses and passages in other books of scripture, as the Pearl of Great Price is closely associated with the rest of the Standard Works.

Please note that personal electronic devices are not allowed during the lectures and class discussions for this course. Studies have shown that personal electronic devices often serve as distractions, both for the student and for other students around him or her. In addition, taking notes by hand increases the brain's ability to process and select information, improving retention overall.

### **Teaching Philosophy**

According to the University, the aims of BYU Education are to be Spiritually Strengthening, Intellectually Enlarging, Character Building and lead to Lifelong Service and Learning.

Thus, one of the goals of this course is to expose you to new ways of looking at the Pearl of Great Price, in order to give you tools for thinking about and understanding what scripture is, and how we as Latter-day Saints use it. This process involves asking new questions of the scriptures and putting ourselves in the shoes of the prophets and saints, both ancient and modern. In class, this is facilitated by lectures which are intended to be participatory--you should be prepared to bring your questions about the various parts of the Pearl of Great Price to class. As this is a college course, we will also look at ways in which insights from scholars can enhance our knowledge and appreciation of the Scriptures in general, and the Pearl of Great Price in general. All scripture derives from a specific time and place, and by better understanding that we can better understand the messages God has, both anciently and modernly. I feel strongly that an academic understanding of the scriptures feeds a proper understanding of doctrine.

The ultimate goal of scripture study is to help us to feel the Spirit in order to bring ourselves closer to God and Jesus Christ. It also teaches us important truths about both ourselves and the world. In the terms of our classroom,

oftentimes these truths will arise as a natural part of our discussions on the revealed Scriptures in the Pearl of Great Price. It is, for example, difficult to look at Moses 1 without some deepening of our understanding of how much God cares about this world and his children. These deepening moments are an important part of the experience of this class. This means, however, that you will be expected to be agents--I can neither make you feel the Spirit nor prevent you from doing so. I will strive to create an environment where we may be edified together.

You will not be graded on your testimony or your belief in the Pearl of Great Price. Such an assessment would be inappropriate. Instead, your grade derives from your ability to interact with and analyze the text of the Pearl of Great Price, including knowledge about details and elements discussed during class. This will require a close reading of the text of the Scriptures.

## **Assignments**

### **Assignment Descriptions**

#### **Thought Paper: What is Scripture?**

Due: Monday, Jul 02 at 11:59 pm

For this Thought Paper I would like you to write about what scripture means to you.

You may reflect on the following questions in writing your Thought Paper. These questions are meant to inspire your own thoughts, and so you do not need to respond to all of them.

How would you define Scripture? What are your feelings about the Standard Works? Why do you feel that way? What experiences have you had with the scriptures to bring you to this? What are your experiences with scriptures that are *not* in the Standard Works? What works do define as scriptural that are not in the Standard Works?

Your response should be 12 pt. Times New Roman font, 1.5 to 2 pages double spaced. It is to be submitted via Learning Suite. Points will be taken off for grammatical and formatting errors.

#### **Thought Paper: The Pearl of Great Price**

Due: Monday, Jul 09 at 11:59 pm

For this Thought Paper I would like you to reflect on your previous experiences with the Pearl of Great Price.

You may reflect on the following questions as part of your preparation. You do not to respond to all of these questions.

What is your favorite passage in the Pearl of Great Price and why? Do you have any concerns about the Pearl of Great Price? What doctrines do you think are uniquely taught in the Pearl of Great Price? What are your study experiences with the Pearl of Great Price?

The Thought Paper should be written in 12 pt. double-spaced Times New Roman font and should be 1.5 to 2 pages. Points will be taken off for grammatical and formatting errors.

#### **Midterm Examination I**

Due: Wednesday, Jul 11 at 11:59 pm

Midterm Examination covering the Introduction to the Pearl of Great Price and the Book of Moses.

**Thought Paper: The Cause of Zion**

Due: Monday, Jul 16 at 11:59 pm

The Prophet Joseph Smith said, "The building up of Zion is a cause that has interested the people of God in every age; it is a theme upon which prophets, priests and kings have dwelt with peculiar delight." For this Thought Paper I want you to "dwell on this theme".

What does Zion mean to you? How have you built up Zion? What difficulties have you seen in your life in building up Zion? What do you see as the connection between consecration and building Zion? What things have you consecrated? How has Zion blessed your life?

This Thought Paper should be 1.5 to 2 pages, double-spaced, written in 12 pt. Times New Roman font. Points will be removed for grammatical and formatting errors.

**Thought Paper: Abrahamic Covenant**

Due: Wednesday, Jul 25 at 11:59 pm

As Latter-day Saints we often speak of being descendants of Abraham and part of the Abrahamic Covenant. For this Thought Paper, I want you to reflect on what the Abrahamic Covenant means to you personally.

You may consider the following questions: What is the Abrahamic Covenant? How does it relate to other gospel covenants that have made, or are planning on making? Does lineage or descent matter to your understanding of the Abrahamic Covenant? Why or why not?

This Thought Paper should be written in double-spaced, 12 pt. Times New Roman font. It needs to be 1.5 to 2 pages long. Points will be taken off for formatting and grammatical errors.

**Participation 1**

Due: Thursday, Jul 26 at 11:59 pm

Self-Grade Participation Score

**Midterm Examination II**

Due: Saturday, Jul 28 at 11:59 pm

This is your final examination, covering the Book of Abraham through to the Articles of Faith.

**Thought Paper: Out Eternal Nature**

Due: Wednesday, Aug 01 at 11:59 pm

One of the distinctive beliefs of the Church of Jesus Christ of Latter-day Saints is the eternity of humanity. Joseph Smith taught that humans are, in our own way, co-eternal with God. For this paper I want you to reflect on this truth and

write about what the doctrine of pre-mortality and the eternal nature of the human soul mean to you.

You could reflect on the following questions: How much do we know about our eternal nature? How does it affect how we think of ourselves? How does it affect how we think about other people? What changes have you made to your behavior because of your understanding of this truth? Does it change your understanding of your relationship with Jesus Christ?

This paper should be written in 12 point, Times New Roman font, double-spaced and should be 1.5 to 2 pages long. Points will be removed for formatting and grammatical errors. Please submit this Thought Paper via Learning Suite.

### **Thought Paper: Articles of Faith**

Due: Wednesday, Aug 08 at 11:59 pm

For this Thought Paper, I want you to write about your favorite Article of Faith. Tell me which one is your favorite and explain why.

This Thought Paper should be in 12 pt. Times New Roman font. It should be double-spaced and 1.5 to 2 pages long. Points will be deducted for formatting and grammatical errors.

### **Participation 2**

Due: Saturday, Aug 11 at 8:30 am

Self-Grade Participation Score

### **Final Examination**

Due: Wednesday, Aug 15 at 1:00 pm

This cumulative Final Examination will be delivered in person during the assigned day on the Final Examination Period.

## **University Policies**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy,



sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course

materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

### **Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

### **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or

data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### **Schedule**

Date	Column 1	Column 2
T Jun 26 Tuesday	Introduction and Syllabus	D&C 1:37–39, D&C 42:56-62, D&C 68:3-6, D&C 91, 1 Samuel 2 Jeffrey R. Holland, "My Words...Never Cease." <a href="https://www.lds.org/general-conference/2008/04/my-words-never">https://www.lds.org/general-conference/2008/04/my-words-never</a>
	What is Scripture?	

Th Jun 28 Thursday	Joseph Smith, the Cause of Zion, and the Creation of the Pearl of Great Price	D&C 21 Joseph Smith Papers Essay "Translate" <a href="http://josephsmithpapers.org/essay/translate">http://josephsmithpapers.org/essay/translate</a> Elizabeth Maki, "Joseph Smith's Bible Translation" in <i>Revelation</i> <a href="http://www.lds.org/bible?lang=eng">bible?lang=eng</a>
	Franklin D. Richards, and the History of the Pearl of Great Price	Introductory Note to the Pearl of Great Price, Matthew 13:45-46, 1851 Edition of the Pearl of Great Price <a href="https://archive.org/details/PearlOfGreatPrice1851">https://archive.org/details/PearlOfGreatPrice1851</a> "The Pearl of Great Price: From Mission Pamphlet to Standard V
M Jul 02 Monday	<b>Thought Paper: What is Scripture?</b>	
T Jul 03 Tuesday	Introduction to the Book of Moses; The Joseph Smith Translation	Articles of Faith 1:8; Moses 1-8 Handout, <i>Book of Moses Editions and Manuscripts</i> . Available on Name, "Understanding the JST." Available on Lear
	Moses the Man and Prophet	Exodus 1-4; 18-19; 32; Moses 1
W Jul 04 Wednesday	<b>Independence Day Holiday</b>	
Th Jul 05 Thursday	Work, Glory, and Creation	Moses 1:1-42; BD: Glory of the Lord, or of Jehovah;
	Ancient Israelite Notions of Creation; The First Four Days	Genesis 1:1-19; Moses 2:1-19 Russell M. Nelson, "The Creation" <a href="https://www.lds.org/ensign/20">https://www.lds.org/ensign/20</a>
Sa Jul 07 Saturday		
M Jul 09 Monday	<b>Thought Paper: The Pearl of Great Price</b>	
T Jul 10 Tuesday	Creation, the Final Days; Two Creation Accounts	Genesis 2-3, Moses 3-5:, 2 Nephi 2 Jeffrey R. Holland, "Where Justice, Love, and Mercy Meet." <a href="http://www.lds.org/ldsweb/volumes/volume-10/number-1/where-justice-love-and-mercy-meet">http://www.lds.org/ldsweb/volumes/volume-10/number-1/where-justice-love-and-mercy-meet</a>
	Adam and Eve	Genesis 1:20-31; 2:1-25; Moses 2:20-31; 3:1-25

	and the Fall	<b>Midterm Examination I Opens</b>
W Jul 11 Wednesday		<b>Midterm Examination I Closes</b>
Th Jul 12 Thursday	Cain and Abel and Secret Combinations  The Dominion of Humanity: Tyranny versus Stewardship	Genesis 4, Moses 5:14-59; Ether 8:1-26  Moses 2:26-31; Moses 4:42-46; D&C 121:34-46
Sa Jul 14 Saturday		
M Jul 16 Monday		<b>Thought Paper: The Cause of Zion</b>
T Jul 17 Tuesday	The Mission of Enoch  The Cause of Zion	Genesis 5:21-24; Moses 6-7:11  Moses 7:1-20, 4 Nephi, Acts 4:31-5:11, D&C 105 D. Todd Christofferson, "Come to Zion" <a href="https://www.lds.org/gene">https://www.lds.org/gene</a> Elaine L. Jack, "Them and Us" <a href="https://speeches.byu.edu/talks/el">https://speeches.byu.edu/talks/el</a>
Th Jul 19 Thursday	The Weeping God and the Flood  Introduction to the Book of Abraham	Moses 7:20-69; Moses 8; Daniel C. Peterson, "On the Motif of the  Genesis 12 Joseph Smith Paper Essay: "Introduction to the Book of Abraham manuscripts?p=1&highlight=pearl%20of%20great%20price "Translation and Historicity of the Book of Abraham" <a href="https://www">https://www</a>
		<b>Participation 1 Opens</b>
T Jul 24 Tuesday	<b>Pioneer Day Holiday</b>	No Class.
W Jul 25 Wednesday		<b>Thought Paper: Abrahamic Covenant</b>
Th Jul 26 Thursday	The Joseph Smith Papyri; Reading the Facsimiles  Motherhood, Fatherhood, Priesthood, and the	Facsimile 1, 2, 3; Kevin L. Barney, "The Facsimiles and Semitic <a href="http://publications.mi.byu.edu/fullscreen/?pub=1098&amp;index=10">http://publications.mi.byu.edu/fullscreen/?pub=1098&amp;index=10</a>  Abraham 1:1-18; Abraham 2:1-25; Genesis 12:1-3; Genesis 15;
		<b>Participation 1 Closes</b> <b>Midterm Examination II Opens</b>

	Abrahamic Covenant	
Sa Jul 28 Saturday		<b>Midterm Examination II Closes</b>
T Jul 31 Tuesday	Abraham and Egypt  Abraham and Ancient Conceptions of Race and Lineage	Abraham 1:19-31; 2:21-25; John Gee, "Research and Perspectives: Abraham in Ancient Egyptian Texts?" <a href="#">https://www.lds.org/abraham?lang=eng</a> Paul W. Hoskisson, "Research and Perspectives: Where was the Birthplace of Abraham?" <a href="#">https://www.lds.org/abraham?lang=eng</a>  Genesis 4:9-15 (Moses 5:35-40); Moses 7:7-8; Moses 7:22; Moses 7:23 Gospel Topics Essay, "Race and the Priesthood" <a href="https://www.lds.org/gospel-topics/essays/race-and-the-priesthood">https://www.lds.org/gospel-topics/essays/race-and-the-priesthood</a>
W Aug 01 Wednesday		<b>Thought Paper: Out Eternal Nature</b>
Th Aug 02 Thursday	Cosmic Truth with Personal Significance  Premortal Life and Noble and Great Ones	Abraham 3:21-28; Genesis 22 Neal A. Maxwell, "Premortality, a Glorious Reality," <a href="https://www.lds.org/nae/1984/04-01-premortality-a-glorious-reality">https://www.lds.org/nae/1984/04-01-premortality-a-glorious-reality</a>  Abraham 3:1-20 Michael D. Rhodes, "The Joseph Smith Hypocephalus: Seventy Years Later" <a href="http://publications.mi.byu.edu/publications/PreliminaryReport">http://publications.mi.byu.edu/publications/PreliminaryReport</a>
M Aug 06 Monday		<b>Participation 2 Opens</b>
T Aug 07 Tuesday	Joseph Smith-Matthew  The First Vision; The Different Accounts of the First Vision	Joseph Smith-History 1:1-26 Gospel Topic: First Vision Accounts <a href="https://www.lds.org/topics/first-vision-accounts">https://www.lds.org/topics/first-vision-accounts</a> Be sure and read all of the First Vision accounts  Joseph Smith-Matthew, Matthew 24 M. Russell Ballard "When Shall These Things Be" <a href="https://speeches.byu.edu/talks/m-russell-ballard_shall-things/">https://speeches.byu.edu/talks/m-russell-ballard_shall-things/</a>
W Aug 08 Wednesday		<b>Thought Paper: Articles of Faith</b>
Th Aug 09 Thursday	Joseph Smith and the Making of a Prophet  Articles of Faith	Joseph Smith-History 1:27-75 (Make sure you read Oliver Cowdery's account)  Articles of Faith 1:1-13 The Wentworth Letter <a href="https://www.lds.org/liahona/1978/06/the-wentworth-letter">https://www.lds.org/liahona/1978/06/the-wentworth-letter</a>
Sa Aug 11 Saturday		<b>Participation 2 Closes</b>

Su Aug 12  
Sunday

T Aug 14  
Tuesday

**Summer  
Exam  
Preparation  
(08/14/2018 -  
08/14/2018)**

W Aug 15  
Wednesday

**First Day of  
Summer Final  
Exams  
(08/15/2018 -  
08/16/2018)**

**Final Examination**

Final Exam:  
170 JSB  
1:00pm -  
2:50pm

## Goals for Teaching Pearl of Great Price

This time, I am focused on refining student assessment. There was some concern from my Student Evaluations that two examinations were insufficient to provide accurate assessment. I am, accordingly planning on revising my assessments and seeing if I can make an approach that works better for my students. Whereas before I had two closed book assessments that were equally weighted, I am expanding this to two equally weighted open book assessments, and one closed book cumulative final examination that is more heavily weighted. This makes the two previous examinations learning opportunities.

In addition, I am changing from a longer paper to smaller papers. In my original conception, the longer paper constituted my cumulative final assessment. I have shifted some of that burden onto examinations, allowing me to use smaller assignments in order to assess how students are thinking and feeling about specific topics in the Pearl of Great Price.

I am also incorporating in class writing for the first time. This was an idea suggested by the Spring Seminar, and I have decided to do some work talking about how assumptions affect our reading of scriptures.

I will be reworking how I do learning outcomes.