The Mission of Brigham Young University is “to assist individuals in their quest for perfection and eternal life.” As a member of the Ancient Scripture faculty, I consider it a sacred responsibility to conduct my personal and professional life in such a way that contributes to that mission at all times and in all places, not just in the moments I stand in front of a classroom full of students. I believe as a disciple of Christ, it is my duty to spend my life learning, teaching, and serving, and feel so blessed to be in a profession that enables me to do that through my research, teaching, and citizenship. Each section of this document includes a self-assessment of how I am doing in each of these areas and what I hope to improve upon in the coming years.

Teaching

Strengths

I believe I have a gift for making the scriptures come alive for my students, especially the Book of Mormon. I am absolutely in love with that book, and my enthusiasm for it both evident and infectious to my students. I have been a Religious Educator for the better part of 15 years now; I taught early morning seminary for nine years prior to coming to BYU, and I taught multiple classes here every semester as a part-timer from 2007-2011 prior to getting hired full-time. My PhD in Mesoamerican Archaeology allows me to bring a unique approach to the Book of Mormon that students genuinely seem to love. I make it clear to my students that we don’t know exactly where Book of Mormon events took place, but I use a Mesoamerican setting as a hypothetical historical backdrop to help them vividly envision the narratives we discuss. To be clear, however, I never test them on speculative historical or geographical theories; their assessments are grounded in scripture and the words of modern prophets. I strive to live and teach in such a way that the Spirit can always be present in the classroom. I believe I excel at helping students develop the skill of digging deeper into the doctrine of the Gospel, but more importantly, I believe I have a gift for helping them develop the habit of daily personal scripture study and applying the doctrine of the Gospel in their lives to help them draw closer to Christ and to inspire them to help build the Kingdom of God.

Goals

In past semesters I have struggled with making my classes sufficiently rigorous while maintaining the high student evaluation numbers that Religious Education demands. My numbers have been consistently solid, but my course GPAs have always skewed a bit high (typically 3.5-3.7). My goal is to counsel with and observe other professors in my department
that have a good balance between evaluation numbers and GPAs and try to incorporate their
techniques into my own course development. During the New Faculty Spring Seminar I attended
workshops on how to improve my test writing, and I plan to overhaul all of my quizzes and
exams based on strategies I learned. I also want to make more of an effort to learn my students’
names. As a part-timer it was fairly easy because I typically had less than 100 students, but now I
often have 350 and I simply didn’t make an effort the past year. I have noticed there is always a
better dynamic in the classroom when I can call students by name, even early in the semester.

Scholarship

Strengths

My research interests allow me to participate in multiple academic fields. I use my training in
Mesoamerican Archaeology to research and present on the ancient Maya civilization at academic
conferences around the world. But I also use that knowledge in my research of the Book of
Mormon, which allows me to participate in the growing field of Mormon Studies. I am able to
synthesize these two fields in my research regarding the historicity of the Book of Mormon. I
believe an important part of my ministry is to help bolster the truth claims of the Book of
Mormon and inspire others to take it seriously as an historical record. My approach is not to
attempt to prove the Book of Mormon true, but rather to prove it interesting. My publications
allow me to teach a broader audience, but I also incorporate that scholarship into my teaching of
the scriptures. I am at the forefront of Book of Mormon research: I am on the Board of Directors
for the Book of Mormon Archaeological Forum as well as the editorial board of Interpreter: A
Journal of Mormon Scripture, and I am currently spearheading a new Book of Mormon think-
tank at the Maxwell Institute under the direction of Brian Hauglid, director of the Willes Center
for Book of Mormon Research. Because of my expertise, I am regularly invited to speak at
conferences and have been interviewed on television, radio, podcasts, and documentary films. I
consider my scholarship a consecration of time, talents and energy, and my primary goal in
doing it is to build the Kingdom.

Goals

I have already published some of my Book of Mormon research in peer-reviewed LDS journals,
but I have yet to publish anything in a non-LDS journal about Mesoamerican Archaeology
(although I have presented my research at academic conferences and it has been well received).
My short-term goal is to prepare my previously presented conference papers for publication in
journals specific to the field of Mesoamerican studies. My long term goal is to consistently
publish at least one article every year in an academic journal in my field and at least two articles
in LDS journals dedicated to scholarly approaches to scripture. To accomplish this, I will
incorporate the skills I learned in the Publish and Flourish seminar, specifically, scheduling time
each day to write and being accountable to the fellow members of my writing group. My goal is
to schedule 45 minutes per day for reading current scholarship in my fields and to write for a minimum of 45 minutes per day.

Citizenship

Strengths

I have great love and admiration for my fellow faculty members in Religious Education. Much of my development as a Gospel scholar and as a disciple of Christ has come by reading their books and articles, listening to them at conferences, symposia, Education Week, Roundtable Discussion on BYU TV, etc. I feel it a privilege to now be working side by side with them, and have provided my services to them in peer-reviews of their writing and teaching. I have also spoken at conferences and symposia here on campus, such as the CPAC conference, Sperry Symposium, as well as giving guest lectures for colleagues here in Religious Education and at the Maxwell Institute. I have served on the Religious Education Student Symposium Committee the past two years, where I have helped to evaluate and encourage student research, organize the symposium, and moderate panels. The past year I have also served as the faculty mentor for the Korean Student Association and was a vital part of keeping that organization running. Their event earlier this year was attended by well over 800 students.

Goals

I have been diligent about attending college and departmental meetings, but I admittedly have been sporadic in my attendance at campus forums and devotionals. I am always enriched by attending them, and my goal is to attend them much more frequently in the coming year. When it comes to peer-evaluations, my goal is to be more prompt in my feedback rather than waiting until the last minute. Along those lines, out of respect to the support staff in Religious Education, my goal is to get materials that need to be copied in bulk (such as syllabuses or exams) to them with plenty of advance notice. I have caused them undue stress on several occasions by making last-minute requests.

Resources Needed

I have been extremely well supported by the Ancient Scripture department and Religious Education in terms of time and money. I have been given a two-course reduction this year to give me the time to get caught up on my research, and the funding for both a teaching assistant and a research assistant has given me countless hours to dedicate my time to improving my classes and conduct my research. I have also been well funded when it comes to attendance and participation in conferences and symposia, as well as in conducting fieldwork in Mesoamerica.
Citizenship Project

Department of Ancient Scripture

For my citizenship project I would simply like to jump-start the writing group I was assigned to as part of the Publish and Flourish seminar. We’ve only met together once as a group, and our shared Dropbox folder has been completely dormant since it was set up. All of us in the group are friendly and work well together, but no one has taken the lead in actually getting us together. My goal is to commit each of the members to tracking their writing time each day on the shared Google Doc, and meeting together near the beginning of Fall semester and again at the beginning of Winter semester. I believe this will help us all be more productive, which is critical as we are all junior faculty in Religious Education.
Scholarship Strategies Project Proposal
Department of Ancient Scripture

Topics and Methods

My Mesoamerican scholarship focuses on ancient ritual and religion, and relies heavily on the epigraphy, iconography, ethnography, and ethnohistory of Mesoamerica. My Mesoamerican research lays the foundation for my Book of Mormon research, wherein I attempt to situate the Book of Mormon historically and understand the cultural context surrounding the events and teachings contained therein.

Specific Scholarly Goals:

By February, 2014, I will have submitted the following pieces for publication:

- The Flower and Song of the Mexican Codices (to the Journal of Latin American Indigenous Literatures)
- Axes Mundi: A Comparative Analysis of Ritual Complexes in Mesoamerica and the Book of Mormon (to Interpreter: A Journal of Mormon Scripture)
- Nephite Daykeepers: Ritual Specialists in Mesoamerica and the Book of Mormon (conference proceedings of the 2011 Expound Symposium)
- Joseph Smith and Native American Artifacts (edited volume for 2013 Church History Symposium)
- The Mesoamerican Mosiac (to the Journal of The Book of Mormon and Other Restoration Scripture)

Strategies for Increasing Productivity

I will schedule 45 minutes per day for reading scholarly literature pertinent to my research agenda. I will also schedule 45 minutes per day for writing, during which I will make myself unavailable to students and colleagues. I will attempt to do this in my office, but if it proves to be too distracting, I have a nice spot in the library where I have always been able to get work done. I will be accountable to the writing group assigned to me during the Publish and Flourish seminar, and I will also give daily reports to my wife (herself an academic; she is a professor of History at UVU) about which articles I worked on and how many words or pages I added each day. I will send off rough drafts to colleagues for feedback, and not obsess so much about perfection in my writing.
Evaluation Methods

It will be easy to evaluate if I have hit the specific scholarly goals listed above; I will have either submitted the articles or not. As for evaluating my strategies, I have created a writing log where I track the date, time worked, and word count of each of my projects. I will be able to see which days I stuck to my goals and which days I slacked. This will be especially important in the Fall when I have six sections to teach, and staying organized will be key to success. I expect to see a drastic increase in my output, based on data presented in the Publish and Flourish workshop.
PLEASE READ THIS ENTIRE SYLLABUS VERY CAREFULLY.

Course Objectives:
In this class, we will “seek learning, even by study and also by faith” (D&C 88:118; 109:7). We will strive to uphold the standard set by President Ezra Taft Benson:

“There was inspiration in making the Book of Mormon a required religion class at BYU. The faculty and student body there and members of the Church everywhere should know the Book of Mormon better than any other book. Not only should we know what history and faith-promoting stories it contains, but we should understand its teachings” (New Era, May 1975, 18-19).

Accordingly, the overall objective of this course is to “know the Book of Mormon better than any other book.”

Studying the Book of Mormon “by study and also by faith” will help us accomplish this by:

1) Strengthening our faith in Jesus Christ and our testimony of his gospel.
2) Learning the history, stories, and teachings in the Book of Mormon.
3) Applying the general principles we learn to daily living.

Student Learning Outcomes:
A BYU education should be spiritually strengthening, intellectually enlarging, and character building, leading to lifelong learning and service. As part of obtaining a BYU education, students who successfully complete this course will be able to demonstrate that they have acquired an understanding of the history, stories, and teachings of the Book of Mormon through the process of rigorous study and personal faith (D&C 88:118).

Inherent in the process of learning by study and by faith is the responsibility each student assumes for their part in the learning process. Therefore, students who apply themselves will be able to demonstrate a competent ability to do the following:

1) Understand the foundational or factual information essential for a basic understanding of the history, stories, and teachings in the Book of Mormon.

2) Comprehend, analyze, and interpret the history, stories, and teachings in the Book of Mormon.

3) Use foundational knowledge and conceptual understanding of the history, stories, and teachings in the Book of Mormon.

4) Seek the Holy Ghost as an aid in studying and pondering the history, stories, and teachings in the Book of Mormon.

The first three student learning outcomes correlate directly with the course objectives. Although class presentations and discussions will assist in attaining the fourth outcome, students must understand that their greatest spiritual experiences will most likely occur outside of class as they seriously and prayerfully study the Book of Mormon on their own.
Prerequisites: None

Required Texts:
English LDS edition of the Book of Mormon (1981 edition or later). If English is not your primary language, I highly recommend you also study a copy of the Book of Mormon in your primary language, but all quiz and exam questions will be based on the English edition. Although it is not required, I do recommend using the Religion 121-122 student manual as you read the assigned blocks to aid in your understanding, but you will not be quizzed or tested on any material from the manual unless it has specifically been discussed in lecture.

Course Requirements:
1) Read completely each assignment before coming to class and do the Study Questions posted on Learning Suite.
2) Take 10 quizzes in class.
3) Attend each class period. This includes arriving on time and staying for the entire class period.
4) Write one 3-4 page paper (I will give you a handout later in the semester with more details)
5) Take two midterms and one final exam during appropriate days in BYU Testing Center.

Attendance:
Attendance is taken each class period by a roll sheet that is passed around that you must initial (don’t just put an “x”). If you are late to class, it is your responsibility to come up to me after class to sign the roll, but I will make a note of the fact that you are late. If you are consistently late or leave, it will affect your grade (4 tardies = 1 absence).

You are expected to attend each and every class period. Each lecture covers information that you must know for exams. If you miss any lecture, you do so at your own peril. Each absence is assumed to be unexcused, unless you provide me with a doctor’s, professor’s, or coach’s note within one week of the absence. **If you just email me telling me you are sick, that does not excuse the absence; you must produce a valid note for me to excuse it.**

Work schedules and Church callings are both important, but neither one will excuse you from missing class or arriving late or leaving early. Please do not ask for exceptions if there is a conflict in your schedule; I will not make them for you.

Arriving late and leaving early is very rude. If you need to leave early for a serious reason, please tell me at the beginning of class. If you just get up and leave class early, it will count as an absence. If you make a habit out of signing the roll then leaving class, that is cheating on attendance, and you will fail the class and be reported to the Honor Code office for academic dishonesty. If you sign the roll, you are obligated to stay for the whole class period.

Classroom Experience:
Both scriptural knowledge and spiritual experience are important. This class is as much about becoming scriptorians as it is about strengthening your testimony and applying principles to your life. The aim of this class is to invite the Holy Spirit through prayer and then feel its influence by diligent, faithful, and prayerful study and discussion. After prayer, the remainder of class time will be used for reading key Book of Mormon passages and for lectures on and discussions of the history, stories, and teachings in the Book of Mormon. As your teacher, I will share insights from the historical background, cross-references from other scriptures, teachings from modern prophets/apostles, personal experiences/testimony, and application for daily living. As a class member, you should feel free and confident to raise your hand to ask questions and/or share your own brief testimony, insights, or applications.

Participation:
You are expected to bring your Book of Mormon with you to class and be prepared to read passages from it if called upon. Although no specific number of points is assigned for classroom participation, your grade may be lowered if you consistently forget to bring your scriptures to class or fail to have them open to the passages under discussion.

Disrespectful Classroom Behavior:
I have spent many hours preparing for class lectures and discussions. You are expected to be respectful of the professor and others during class. Disrespectful classroom behavior includes arriving late, leaving early, as well as talking, sleeping, texting, checking your Facebook, playing Angry Birds, Fruit Ninja, Tetris, etc., studying other
material (including other homework or the newspaper), and allowing your cell phone to ring during class. You will get more out of this course if you resist the urge to multi-task during class. Before class starts, please turn off the ringer on your cell phone, put it away, and don’t take it out again until class is over.

**Principle Paper:**

Your assignment for the first few weeks of the semester is to find a principle of the Gospel from your assigned readings that you think might bless your life if you were to live it more fully, and then make a concerted effort to live it to the best of your ability for the rest of the semester. At the end of the semester you will write a 3-4 page (double-spaced) paper detailing how successful you were (or were not). Do not choose something that you are already doing well. For example, if you are already great at forgiving people and not holding a grudge, don’t make forgiving others the focus of your paper. Pick something you actually need to work on, and it should be something that you can actively strive to do on a daily or at very least a weekly basis. Keep a record of both your successes and failures. You will be given a hand-out with more instructions around Week 4.

**Quizzes:**

There will be 6 quizzes throughout the semester, but I will drop your lowest score. Each will consist of 10 multiple choice or true/false questions. The quizzes will be taken at the beginning of class and will come directly from the Study Questions that are posted on Learning Suite. They will cover material from your assigned readings that will typically not be covered in class. You will be allowed to use your Study Questions and notes during the quiz (but NOT your scriptures or the internet), so make sure you do them! There will be **NO make-ups on the quizzes.** If you come in late while the quiz is in progress, I recommend quickly getting out your quiz sheet and answering the remaining questions; some points are better than no points! To be clear, you may not make up the quiz if you are simply late to class or if you are absent.

**Exams:**

On the Reading and Exam Schedule on the last page of this syllabus there are certain days to take exams at the Testing Center. You must plan ahead and take exams during those days. It is your responsibility to check ahead and know when the Testing Center opens and closes on any particular day. The Testing Center gives out the last exam one hour before closing. Each exam is closed-book and closed-note (that includes cell phones!). Before each exam, do not speak to anyone who has already taken the exam about what you should or should not study. After each exam, do not give such information to others. This is cheating.

Exams measure your knowledge of lectures, assigned readings, Study Questions, and other materials that may be posted online. You must know names, history, story-line, and teachings (but typically not the chapter/verse numbers) in the scriptures. You need to know the main teachings (but typically not the General Authority’s name) from the quotes. Some questions will cover items from the Study Questions that we do not have time to cover in class, so make sure you are doing the reading assignments. Exam questions are multiple choice, matching, and true/false. There are no testimony questions. Testimonies are important, of course, but are not a measure of academic success. The final exam will be cumulative, but will heavily focus on material covered after Midterm 2.

I will provide you with a detailed study guide approximately one week prior to each exam. Answers will be incorrect if they do not reflect the specific information presented in lecture or in the text of the Book of Mormon. I will not add any points to your exam if you come to me afterwards and tell me that you studied really hard and think you deserve a better grade. You either answered the questions correctly or you didn’t.

**Make-up Exams:**

If you fail to take either of the first two exams during the appropriate days, it is your responsibility to contact me ASAP to arrange to take the exam within one week of the last day of the exam. If you fail to take either of the first two exams by the deadline, however, 10% (i.e. one full letter grade) will automatically be deducted from your score. After one week, if either of the first two exams has not been made up, your exam score automatically becomes a zero. **There is no make-up for the final exam!**
How to Prepare for Exams:
Pay attention in class. Don’t chat with others, fall asleep, daydream, etc. Print out the lecture slides that are posted the night prior to each lecture and take notes on them in class. If you miss class for any reason, get the notes from your classmates. Please do not email me asking for this information the night before the exam ends; I may not respond in time! I strongly encourage you to form study groups; get together with 4-5 other students to go over the study guides after you have completed them on your own. Students who form study groups tend to score a few points higher than average (no guarantees!). I know in other classes students are sometimes encouraged to create a Google Doc that everyone works on collaboratively; I prohibit that for this class.

Email:
It is your responsibility to ensure that your email is correct in the University system. I regularly send out important emails to the whole class (reminders to take quizzes, potential changes to the reading schedule, etc.) so make sure you check email regularly. If you need to email me, DO NOT HIT REPLY to messages I send to the whole class. You must create a new message with a new subject line addressed to markwright@byu.edu You need to include your name and section number (or at very least the time our section meets). My email server is quirky and if you hit “reply” to an email I send to the whole class it virtually guarantees I won’t see it. Please email me for any grading issues (quiz graded incorrectly, scores missing or incorrectly entered into Gradebook, etc) or if you need to make up a quiz or exam (you will need an authorized note to be able to make up quizzes or exams without penalty).

Grades:
Your final grade will be calculated according to the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Midterm 1</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Paper</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
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</tbody>
</table>

Grade Breakdown:
- A  =94-100
- A- =90-93
- B+ =88-89
- B  =84-87
- B- =80-83
- C+ =78-79
- C  =74-77
- C- =70-73
- D+ =68-69
- D  =64-67
- D- =60-63
- F  = 59 and below

I will round to the nearest whole number. For example, if you have an 87.5%, that rounds up to a B+. If you have an 87.49%, that rounds down to a B. If you have a 93.49%, please don’t email me and say you are only missing an A by .01%; you are actually missing it by .51%.

Please note that the grades are weighted; that means that not all points are created equal (for example, the quiz points will carry more weight than the points for the paper). If you simply divide the number of points you earned by the total number of points available, you will NOT get the right percentage. Gradebook will have a Weighted Total column; at the end of the semester, that is the percentage that will determine your grade.

The average grade in this class will be in the “B” range. I give out plenty of A’s and B’s to most students, but also C’s, D’s & F’s to students who earn them. But the average grade will likely be a B. At the end of the semester, the point totals for all students are averaged. If the class average is below a B, I will curve everyone up until the class average becomes a B. (I never curve down. I only curve up. If the class average is above a B, it stays.) After a preliminary grade is established for each student, your final grade can be lowered for any of the following reasons: consistent tardiness, discourteous classroom behavior (consistently falling asleep in class, distracting others by surfing the web on your laptop or phone, or dominating class discussions
with excessive comments or questions), consistent failure to complete the assigned readings, or class related honor code violations. Your final grade does not measure your testimony or spirituality, your worth as an individual, or how well I like you. It only measures your academic performance in this class.

Additional Religious Education Policies:
Religious Education fully supports all University Policies including those that relate to the honor code, sexual harassment, and assistance to students with disabilities. For these policies, see http://reled.byu.edu/policies.php. Answers to frequently asked questions about Religious Education can also be viewed on that same link.

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**Religious Education at Brigham Young University**
Some Questions and Answers from the Dean of Religious Education (Excerpts)
(reled.byu.edu/policies.php)

**How does a course in Religious Education differ from a Sunday School class? From an Institute of Religion course?**

The Church seeks to make available to its members many opportunities for learning and applying the gospel. Courses in Religion at BYU are expected to be credible, rigorous, university-level experiences in learning, with assignments, examinations, and grading as important elements of that experience. Though the content and rigor of an institute course may be comparable to BYU, at an institute of religion the gospel is taught “across the street,” with the spiritual instruction serving to balance the secular instruction received in the college classroom. Further, institute classes are taken in addition to a student’s regular class load, whereas BYU Religion classes are taken as part of that load. Religion at BYU is part of the overall educational experience, not ancillary to it.

**Why are Religion classes graded at BYU?**

Religion courses are an integral part of the students’ university experience. They are not hurdles to leap over or hoops to jump through, not something to get behind us so we can move on to the important stuff of the university. Because of the distinctive mission of BYU, Religion courses are just as important as GE courses or major courses. We expect students to study, memorize, synthesize, and be evaluated in Religion, just as we would expect them to do those same things in Geography or Psychology or Humanities. We ask students to learn facts, details if you will, just as they would be expected to do in Zoology or Anthropology or Statistics. In addition, because the accreditation of many programs on the campus depends upon a solid and rigorous curriculum, Religion courses are expected to be as academically challenging as they are spiritually stimulating.
## Reading and Exam Schedule: Summer 2013

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day</th>
<th>Date</th>
<th>What to Read Before Class</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>June 24</td>
<td>Syllabus-Alma 30</td>
<td>No Class Meeting – Bro Wright in England Watch Lecture on Learning Suite then take Quiz 1</td>
<td></td>
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<tr>
<td>W</td>
<td>June 26</td>
<td>Alma 31-34</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day</th>
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<th>What to Read Before Class</th>
<th>Other Assignments</th>
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<tbody>
<tr>
<td>M</td>
<td>July 1</td>
<td>Alma 35-39</td>
<td>No Class Meeting – Bro Wright in England Watch Lecture on Learning Suite then take Quiz 2</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>July 3</td>
<td>Alma 40-51</td>
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<th>What to Read Before Class</th>
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<tbody>
<tr>
<td>M</td>
<td>July 8</td>
<td>Alma 52 - Helaman 4</td>
<td>Paper Proposal due</td>
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</tr>
<tr>
<td>W</td>
<td>July 10</td>
<td>Helaman 5-12</td>
<td>Midterm Exam 1 (in Testing Center) Covers Alma 30-63</td>
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<tr>
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<th>Day</th>
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<th>What to Read Before Class</th>
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<tr>
<td>M</td>
<td>July 15</td>
<td>Helaman 13 - 3 Ne. 8</td>
<td>Quiz 3 Covers Alma 52-3 Neph 17</td>
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<tr>
<td>W</td>
<td>July 17</td>
<td>3 Ne. 9-17</td>
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<th>Day</th>
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<tbody>
<tr>
<td>M</td>
<td>July 22</td>
<td>3 Ne. 18-22</td>
<td>No Class (Pioneer Day)</td>
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<td>W</td>
<td>July 24</td>
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<td>3 Ne. 23-30</td>
<td>Quiz 4 Covers 3 Neph 18-30</td>
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<tr>
<td>W</td>
<td>July 31</td>
<td>4 Nephi – Mormon 9</td>
<td>Midterm Exam 2 (in Testing Center) Covers Helaman 1 – 3 Neph 30</td>
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<table>
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<th>Week 7</th>
<th>Day</th>
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<td>M</td>
<td>Aug 5</td>
<td>Ether 1 - Ether 4</td>
<td>Quiz 5 Covers 4 Neph – Moroni 6</td>
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<tr>
<td>W</td>
<td>Aug 7</td>
<td>Ether 5-15</td>
<td></td>
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<table>
<thead>
<tr>
<th>Week 8</th>
<th>Day</th>
<th>Date</th>
<th>What to Read Before Class</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Aug 12</td>
<td>Moroni 1-10</td>
<td>Last Day of Class Final Paper Due</td>
<td></td>
</tr>
<tr>
<td>W-Th</td>
<td>Aug 14-15</td>
<td></td>
<td>FINAL EXAM in Wilk 3220 (Wednesday and Thursday) Non-comprehensive: Covers 4 Neph – Moroni 10</td>
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Check [http://testing.byu.edu](http://testing.byu.edu) for Final Exam hours