

Dead Sea Scrolls and Early Christianity (Online)

BIB330.NO
SPRING 2019
Thur 2:20-5:15
Dr. Jeffrey P. García



The Great Isaiah

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Office Hours: Wed 12-2, 5-6
(on campus or Zoom)
Tues 3-6, 5-7,
Scroll (mid-2nd c. BCE) Thurs 12-2 (By appt. only)

Texts: *The Complete Dead Sea Scrolls in English* (abbr. *DSSE*; trans. G. Vermes; Penguin Classics, 2004); ISBN: 9780141197319 (<http://amzn.to/1PpkGaz>) — **Purchase is not necessary.**

Lawrence Schiffman, *Reclaiming the Dead Sea Scrolls* (abbr. *RDSS*; YUP, 1995)
ISBN: 9780300140224 (<http://amzn.to/1EiQPIJ>) — **Purchase is not necessary.**

Texts (non-req'd) Sidnie White Crawford, *Rewriting Scripture in Second Temple Times* (abbr. *RSSTT*; Grand Rapids; Eerdmans, 2008)

Jewish Writings of the Second Temple Period (abbr. *JWSTP*; ed. M. Stone; CRINT; Philadelphia; Fortress, 1984)

Jodi Magness, *Archaeology of Qumran and the Dead Sea Scrolls* (abbr. *AQDSS*; Eerdmans)

Encyclopedia of the Dead Sea Scrolls (abbr. *EDSS*; L. Schiffman and J. Vanderkam; New York: Oxford, 2008)

Websites: **The Leon Levy Dead Sea Scrolls Digital Library**
(<http://www.deadseascrolls.org.il/>)

The Israel Museum: The Digital DSS (<http://dss.collections.imj.org.il/>)

The Orion Center for the Study of the Dead Sea Scrolls and Associated Literature (<http://orion.msc.huji.ac.il/index.html>)

Israel Antiquities Authority: DSS Exhibition
(http://www.antiquities.org.il/modules_eng.asp?Module_id=57)

Course Description:

An introductory survey of the Dead Sea Scrolls. Particular focus is given to the thinking of the Qumran Congregation and its contribution to our understanding of the religious expression, methods of biblical interpretation and practice in nascent Christianity.

Student Learning Goals:

At the completion of this course, the successful student will be able to:

1. Know the background of the discovery of the Dead Sea Scrolls and the general content of the library.
2. Describe the physical setting of Khirbet Qumran and its setting for the community of the Dead Sea Sect.
3. Explain the issues that are central in current scholarship’s discussion of the Dead Sea Scrolls.
4. Understand how the Dead Sea Scrolls can assist us to better understand the religious world from which Jesus and the Early Church emerged.

This course is housed within the College of Bible and Christian Ministry and the Department of Bible.

STUDENT LEARNING GOALS:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
1. The student will understand the importance of history, culture and physical setting of one’s reading of the Dead Sea Scrolls and the New Testament.	Reading the DSS, NT, assigned secondary readings. Discussion Posts and Papers	1.1, .3, .6, .7, .8	1
2. The student will be familiar with the basic content of the Dead Sea Scrolls--its books--and be able to locate key events in the Dead Sea Scrolls and the New Testament.	Reading the DSS, NT, assigned secondary readings. Weekly quizzes and/or discussion posts. Discussion Posts and Papers	1.1, .3, .6, .7, .8	1
3. The student will be able to discuss major theological themes of the Dead Sea Scrolls and the New Testament.	Discussion Posts and Papers .	1.1, .3, .6, .7, .8	2
4. The student will be able to articulate the changes that occurred within the thinking of the Early Church and its possible relation to the Dead Sea Scrolls community.	Discussion Posts and Papers	1.1, .3, .6, .7, .8	2

The above student learning goals are aligned with the institutional core academic goals and skills and the department’s and/or program’s goals stated in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>). Attainment of goals is evaluated by the identified assignments.

*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.

Course Standards:

- Class attendance, participation and timely completion of written assignments are expected of all students. Failure to comply may adversely affect a student's grades. **Assignments handed in late without prior permission will not be accepted.** One unexcused absence is allowed without penalty.
- At the designated time each student will submit the assignment(s) listed in this syllabus. All written assignments must receive the stamp of the Nyack College NYC writing center.
- Students may find the following website helpful for written assignments. All submitted assignments must be in MLA form. Writing Research Essays In North American Academic Institutions - A Guide For International Students, William Badke. http://www.acts.twu.ca/lbr/research_essays.htm
- Students may utilize digital libraries subscribed by Nyack College by accessing the Nyack College Library Electronic Resources: <http://www.nyackcollege.edu/library>. Access usernames and passwords will be given at the first class session. Subsequent inquiries may be made directly to the librarian.
- Electronic Devices: It is expected that ALL electronic devices be MUTED during class time.
- Do not answer phone calls or text messages during class.
- Academic Quality: Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the __ style guide.
- Communication with Instructor: Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.
- Help With Written Work: All Nyack College students seeking assistance with pre-writing, drafting, revising, and editing their written assignments are encouraged to use the resources available through the Writing Center. Sites are available at the Rockland graduate and undergraduate campuses, the Manhattan campus, and phone consultation is available for off-campus graduate students."

Carnegie Unit Breakdown for Syllabi DSS and Early Christianity	
Assignments	Homework Hours
I. Required Reading	39.17
II. Studying for exams/quizzes	0.00
III. Research for writing	10.00
IV. Writing assignments	12.00
V. Other assignments	29
Total Homework Hours	90.17

Plagiarism: "Students at Nyack College, as Christians, are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic assignments is student compliance with accepted practices for providing his/her professor with resources and references used to develop his/her paper or project. It is recognized that there exists some confusion or ambiguity regarding proper procedures and practices regarding integration of bibliographical references into assignments. In addition, there are, unfortunately, individuals who disregard academic integrity and deliberately plagiarize another's work in their assignments. The following policy is intended to address both intentional and unintentional plagiarism. In addition, it recognizes that there are levels of plagiarism and that consequences must be aligned with the seriousness of the offense. *All students are responsible to be familiar with this policy. Ignorance of*

plagiarism guidelines will not be accepted as a defense or excuse for violating these standards.

Definition of Plagiarism: Plagiarism is defined as an act of “Literary Theft,” when the work of another is misrepresented as the original work of the Nyack College student. This may be done intentionally or unintentionally. *When excerpts, thoughts, writings, or statements of others are used in papers, essays, or other projects, they must be acknowledged through footnotes, bibliography and other accepted MLA or APA practices and standards. Please see the catalog pp. 37 & 38 for a detailed description of levels and consequences.*

Statement of Disabilities: Any student eligible for and requesting academic accommodations due to a disability are required to provide a letter of accommodation from Academic Support Services within the first six weeks of the beginning of classes.

WRITING CENTER STATEMENT: All Nyack College students seeking assistance with pre-writing, drafting, revising, and editing their written assignments are encouraged to use the resources available through the Writing Center. Sites are available at the Rockland graduate and undergraduate campuses, the Manhattan campus, and phone consultation is available for off-campus graduate students.

Assignments:

- **Timely Attendance and Participation** **100 pts.**
 - o Prepared for class.
 - o Reading through materials for that week’s lesson.
 - o Watch weekly lecture.

- **10 Online Discussions (TBD)** **600 pts.**
 - o 2.4 1. The Community @ Qumran
 - o 2.11 2. Some of the Theology of the Dead Sea Sect
 - o 2.18 3. Dead Sea Hymns and Poems
 - o 2.25 4. Dead Sea Prayers, and Liturgies and Calendars
 - o 3.18 5. Mysticism and Magic I
 - o 3.25 6. Mysticism and Magic II: Apotropaic Prayers
 - o 4.1 7. Dead Sea Wisdom Literature
 - o 4.8 8. Biblically Based Apocryphal Works
 - o 4.15 9. Jesus and Qumran
 - o 4.22 10. Paul and Qumran

- **1 papers (1st & 2nd: 3-5 pages)** **200 pts.**
 - o HANDOUT to be posted in E360 with instructions for both papers.
 - o DSS 1 — **Due April 29, 2021 - 11:59 PM**

- **3-page Book Review (please choose one)** **100 pts.**
 - o Timothy Lim, *The Dead Sea Scrolls: A Very Short Introduction* (Oxford)

OR

- o Jodi Magness, *The Archaeology of Qumran and the Dead Sea Scrolls* (Grand Rapids: Eerdmans, 2002)

***Please look under “RESOURCES” for this book**

o Due April 29, 2021 — 11:59 PM

• TOTAL POINTS

1000 pts./A

NOTE ON LATENESS: For everyday a written assignment is late, the grade of that paper will drop half a letter grade.

GRADING SCALE:

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of

Letter Grade\Percentile Equivalents:

A	=	100% - 94%	C	=	77% - 73%
A-	=	93% - 90%	C-	=	72% - 70%
B+	=	89% - 88%	D+	=	69% - 68%
B	=	87% - 83%	D	=	67% - 63%
B-	=	82% - 80%	D-	=	62% - 60%
C+	=	79% - 78%	F	=	59% - 0%

Course Calendar

1.21 Introduction: Historical and Religious Background to the Dead Sea Scrolls

- Syllabus Review
- Brief Sketch of Second Temple Religion and History
Read: I. Gafni, "Historical Background," *JWSTP*, 1-32.
- Watch: "The Dead Sea Scrolls | PhD Comics" — <https://www.youtube.com/watch?v=SLQB-Y97bxk>

1.28 The Discovery and Scholarly Controversy.

- L. Schiffman, "Discovery and Disclosure: Liberating the Scrolls," *RDSS*, 1-62.

The Physical Setting, Archaeology and Geography of Khirbet Qumran

- Look at: "Proposed Phases of Qumran Settlement" (This is simply an image).
- M. Broshi, "A Day in the Life of Hananiah Nothos," 1-11.

The Library and Identifying the Community at Qumran

- L. Schiffman, "The Community at Qumran," *RDSS*, 63-126.
- Humbert, Jean-Baptiste, "Interpreting the Qumran Site," *NEA* 63/3 (2000): 140-143.
- Look at: Take a Tour through Khirbet Qumran (<http://virtualqumran.huji.ac.il/>)
- Watch: Qumran and the Caves of the Dead Sea Scrolls | Sergio and Rhoda <https://www.youtube.com/watch?v=vLn1ltBqeSI>

Deciphering the Scrolls

- "Scientists use 'Virtual Unwrapping' to Read Biblical Scroll Reduced to 'Lump of Charcoal' <https://www.theguardian.com/science/2016/sep/21/jubilation-as-scientists-use-virtual-unwrapping-to-read-burnt-ancient-scroll>
- How NASA Technology is Deciphering Mysterious Dead Sea Scrolls | TODAY <https://www.youtube.com/watch?v=YdbUQSwz-Ck>

- “Ancient DNA Helps Unlock Dead Sea Scroll Puzzle”
<https://www.smithsonianmag.com/smart-news/ancient-dna-helps-unlock-dead-sea-scroll-puzzle-180975041/>
- Various Authors — “Illuminating Genetic Mysteries of the Dead Sea Scrolls,” *Cell* 181 (2020): 1-14.
- Forged Dead Scrolls — <https://www.youtube.com/watch?v=pXqRdgdg9DA>, and <https://www.timesofisrael.com/dead-sea-scrolls-scram-dozens-of-recently-sold-fragments-are-fakes-experts-warn/>
- Archaeologist find Cave 12 — <https://www.youtube.com/watch?v=qb6acSG--8w> and <https://www.israel21c.org/archaeologists-find-12th-dead-sea-scrolls-cave-but-no-scrolls/>

2.4 The Community @ Qumran: The Community Rule and the Damascus Document

- 1QS: **The Community Rule** / Manual of Discipline / *Serekh ha-Yahad* (DSSE, 97-118).
- Various Rules (DSSE, 118-126)
- CD: Cairo Damascus Document / **The Damascus Document** (DSSE 127-158)
- 11QT: **The Temple Scroll** / *Meghillat ha-Mikdash* (DSSE 191-220)
- S. White-Crawford, “Who Owned the Scrolls? The Qumran-Essene Hypothesis Revisited,” in *Scribes and Scrolls in Qumran* (Grand Rapids: Eerdmans, 2020), 269-308.
- Women in the Scrolls
 - L. Schiffman, “Women in the Scrolls,” *RDSS*, 127-144.
 - J. Magness, “Women in the Cemetery,” *AQDSS*, 163-187.
 - Watch: What Can Ancient Religious Manuscripts Tell Us? | Dead Sea Scrolls | Absolute History <https://www.youtube.com/watch?v=IKfIKicM8Co>
- **ASSIGNMENT: Discussion 1 Opens**

2.11 Some of the Theology of the Dead Sea Sect

- 1QS 3:15-4:26: The Treatise / Teaching of the Two Spirits (Pre-determinism; DSSE 101-103)
- 1QM: The War Scroll / The Battle between the Sons of Light against the Sons of Darkness (Eschatology; DSSE 163-185)
- 4Q491 11 i; 4Q427 7; 1QH^a 25:34-27:3; 4Q471b + 4Q431 1: Self-Glorification Hymns (DSSE 342-346)
- L. Schiffman, “The Character of the Community,” *RDSS*, 97-112; “Faith and Belief,” *RDSS*, 145-157; “Mysticism, Messianism, and the End of Days,” “The Community at the End of Days,” “The Pierced Messiah” and Other Controversial Texts,” *RDSS*, 315-368.
- D. Flusser, “The Dead Sea Sect and Its Worldview,” *Judaism of the Second Temple Period*, 1-24.
- Watch: The Dead Sea Scrolls: Isolationism, Elites, and Austerity | Charlotte Hempel https://www.youtube.com/watch?v=M_6el6cyMNY
- **ASSIGNMENT: Discussion 2 Opens**

2.18 Dead Sea Hymns and Poems

- 1QH^a: The Thanksgiving Hymns / *ha-Hodayot* (cols. 10:33-11:15, 13:22-15:8, 16:5-17:36, 20:7-22:42 in DSSE 249-305)
- Various Hymns and Poems (DSSE 306-342)

- E. Chazon, "Psalms, Hymns, and Prayers," *EDSS*, 2:710-714.
- **ASSIGNMENT: Discussion 3 Opens**

2.25 Dead Sea Prayers, and Liturgies and Calendars

Liturgies for Fixed Prayer Times

- 4Q503: Daily Prayers (*DSSE* 384-385)
- 1Q34-34^{bis}, 4Q507-509: Festival Prayers (*DSSE* 381-383)

Liturgy for non-Fixed Times

- 11Q5: Psalms Scroll (col. 20 in *DSSE* 307-313)

Ceremonial Prayers

- 4Q502: Ritual of Marriage (*To be handed out*)
- 4Q512: Ritual of Purification (*DSSE* 397)

Eschatological Prayers

- 4Q285: War Rule (*DSSE* 188-190)
- 11Q14: *Berakhot* / Blessings (*DSSE* 188-190)

- L. Schiffman, "Prayer and Ritual," *RDSS*, 289-312.
- H. Harrington "Purity," *EDSS*, 2:724-728.
- R. Reich, "Miqvaot," *EDSS*, 1:560-563.
- S. Talmon, "Calendars and *Mishmarot*," *EDSS*, 1:108-117.

- S. White-Crawford, "Scribes and Scrolls and Qumran: A New Synthesis," in *Scribes and Scrolls in Qumran* (Grand Rapids: Eerdmans, 2020), 309-321.
- Eileen Schuller, "Petitionary Prayer and the Religion of Qumran," in *Religion in the Dead Sea Scrolls*, ed. John j Collins (Grand Rapids: Eerdmans, 2000), 29-45.

- **ASSIGNMENT: Discussion 4 Opens**

3.4 Biblical Interpretation in the Dead Sea Scrolls: *Pesharim*, 4QFlorilegium, etc.

- 4Q158, 4Q364-367: 'Biblical Paraphrase' Texts (*DSSE* 474-477)
- 4Q174: 4QFlorilegium (*DSSE* 525-526)
- 4Q175: 4QTestimonia (*DSSE* 527-528)
- 4Q169: Peshar Nahum (*DSSE* 504-508)
- 1QP Hab: Peshar Habakkuk (*DSSE* 509-516)
- L. Schiffman, "Biblical Interpretation," *RDSS*, 211-222.
- S.W. Crawford, "Reworked Pentateuch," *RSSTT*, 39-59.
- S.L. Berrin, "Pesharim," *EDSS*, 644-647; "Peshar Nahum," *EDSS*, 653-655.
- M.J. Bernstein, "Peshar Habakkuk," *EDSS*, 647-650.

3.11

SPRING BREAK

3.18 Mysticism and Magic I

Mystical Texts

- 4Q504-506: Words of the Luminaries^{a-c} / Heavenly Lights (*DSSE* 377-380)
- 4Q543-548: Visions / Testament of Amram (*DSSE* 570-573)
- 4Q400-407: Songs of Sabbath Sacrifice (*DSSE* 329-339)

Magic

- 4Q510-511: Songs of the Sage^{a-b} (DSSE 451-454)
- 4Q186, 4Q561: Physiognomic and Horoscope Texts (DSSE 370-372)
- 4Q318: Zodiology and Brontology (DSSE 374-375)
- L. Schiffman, "Mysticism and Magic," *RDSS*, 351-368.
- P.S. Alexander, "Magic and Magical Texts," *EDSS*, 502-504.
- **ASSIGNMENT: Discussion 5 Opens**

3.25 Mysticism and Magic II: Apotropaic Prayers

Apotropaic Texts

- 4QLev^{bar} (4Q213^a): Aramaic Levi (DSSE 557-560)
- 11Q19: Psalms Scroll (col. 19 in DSSE 307-313)
- C. Newsom, "Mysticism," *EDSS*, 591-594.
- **ASSIGNMENT: Discussion 6 Opens**

4.1 Dead Sea Wisdom Literature

- Various Texts (DSSE 417-460)
- L. Schiffman, Portion of "Closing the Canon," *RDSS*, 159-210.
- VIDEO: The Truth Behind the Dead Sea Scrolls (<https://www.youtube.com/watch?v=bF9QpFFREfk>)
- **ASSIGNMENT: Discussion 7 Opens**

4.8 Biblically Based Apocryphal Works: The Genesis Apocryphon, 11QMelchizedek

- 11Q13: 11QMelchizedek (DSSE 532-534)
- 1Q20: The Genesis Apocryphon (DSSE 480-491)
- L. Schiffman, "Apocryphal Literature," *RDSS*, 181-195.
- **ASSIGNMENT: Discussion 8 Opens**

4.15 Jesus and Qumran

- Texts: TBD (e.g., places where sectarian thinking is reflected the nascent Christian community)
- Richard Horsley, "The Dead Sea Scrolls and the Historical Jesus," in *The Bible and the Dead Sea Scrolls* (Baylor University), 37-60.
- Joseph Fitzmyer, "Qumran Messianism," in *The Dead Sea Scrolls and Christian Origins* (Grand Rapids: Eerdmans, 2000), 73-111.
- Lawrence H. Schiffman, "Messianic Figures and Ideas in the Qumran Scrolls," in *The Messiah: Developments in Earliest Judaism and Christianity* (Minneapolis: Fortress Press, 1992), 116-129.

- **ASSIGNMENT: Discussion 9 Opens**

4.22 Paul and Qumran

- Texts: TBD (e.g., places where sectarian thinking is reflected the nascent Christian community)
- D. Flusser, "The Dead Sea Sect and Pre-Pauline Christianity," *Judaism and the Origins of Christianity* (Jerusalem: Magnes, 1998), 23-74.
- James D. G. Dunn and James Charlesworth, "Qumran's *Some Works of the Torah* and Paul's Galatians" in *The Bible and the Dead Sea Scrolls* (Baylor University), 187-202.
- Friedrich Avemarie, "Image of God and Image of Christ: Development in Pauline and Ancient Jewish Anthropology," in *The Dead Sea Scrolls and Pauline Literature*, STDJ 102 (Leiden: Brill, 2014), 209-236
- James VanderKam, "The Dead Sea Scrolls, the Acts of the Apostle, and the Letters of Paul," in *The Dead Sea Scrolls and the Bible* (Grand Rapids: Eerdmans, 2012), 142-166.
- **ASSIGNMENT: Discussion 10 Opens**

4.29 Observations & Conclusions

Paper 1 and Book Review Due / 11:59PM

Please be advised: The lecturer reserves the right to change the syllabus as needed throughout the semester.

Written Assignments

A note on format: All submitted work is to be in Times New Roman 12 point font in MLA format. Margins are 1" on the top and bottom, with 1 1/4" on the right and left sides. Bibliographic submissions may use www.easybib.com. Follow the instructions there to save to MS Word format, print it out and staple it to your other work. Otherwise, use the style instructed to you in the first class.

Citation Method

- Chicago Style Examples: (Book with One Author)

Footnotes:

¹ Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99-100.

² Pollan, *Omnivore's Dilemma*, 3.

Bibliography:

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

- MLA Examples: (Book with One Author)

First Footnote or Endnote example:

² G. Wayne Miller, King of Hearts: The True Story of the Maverick Who Pioneered Open Heart Surgery

(New York: Times, 2000) 245.

Bibliography example:

Miller, G. Wayne. King of Hearts: The True Story of the Maverick Who Pioneered Open Heart Surgery. New York: Times, 2000.

NOTE: Many of you will need the following websites to complete your bibliographies since not all of what is required to be read for this course is a book with one author.

Websites for MLA and Chicago Style:

Chicago Manual of Style Online: <http://www.chicagomanualofstyle.org/16/contents.html>

MLA Style: <http://www.aresearchguide.com/7footnot.html>

Websites to assist with bibliographies:

NoodleBib: <http://www.noodletools.com/> (Access through Nyack College)

EasyBib: <http://easybib.com/>

Examination of Online Information

1. Authority:

- a. Who is the author? Is she/he affiliated with a reputable university or organization?
- b. Does the author or web master provide contact information?
- c. Look at the domain: *.edu, .com, .org, net*
 - .gov - Government agencies
 - .edu - Educational institutions
 - .org - Organizations (nonprofit)
 - .mil - Military
 - .com - commercial business
 - .net - Network organizations
 - .ca - Canada
 - .th - Thailand

2. Accuracy:

- a. Is the information based on proven facts?
- b. Is it published in a scholarly or peer-reviewed publication?
 - i. What is scholarly or peer-reviewed?

Scholarly and professional journals feature articles written by researchers and practitioners in a particular subject area. The authors often have particular specialties. Peer groups of researchers, scholars and professionals within a specific discipline are the audience for scholarly literature.

Peer review is a well-accepted indicator of quality scholarship. It is the process by which an author's peers read a paper submitted for publication. A number of recognized researchers in the field will evaluate a

manuscript and recommend its publication, revision, or rejection. Articles accepted for publication through a peer review process implicitly meet the discipline's expected standards of expertise.

3. Objectivity:

- a. What is the tone if the language used (angry, sarcastic, balanced, educated)?
- b. Is there a political, social or commercial agenda? (lots of ads?)
- c. How objective or biased is the information?

4. Currency:

- a. Is the page dated? If so, when was the last update?
- b. How current are the links? Have some expired or moved?

5. Coverage:

- a. Does the information covered meet your information needs?
- b. Is the coverage basic or comprehensive?
Is there an "About Us" link that explains subject coverage?

Modified from:

- o Linda Poston's LIB101 (Week 5): Critical Thinking and Evaluation of Information.
- o New Mexico State University Library <http://lib.nmsu.edu/instruction/evalcrit.html>
- o Auburn University Library <http://www.lib.auburn.edu/bi/caveatlector.html>
- o Weber State University, Stewart Library
<http://library.weber.edu/ref/guides/howto/evaluateinfo.cfm>

For more information see:

The Sheridan Library at John Hopkins U: Evaluating Information Found in the Internet
<http://www.library.jhu.edu/researchhelp/general/evaluating/index.html>

Cornell University Library: Evaluating Websites — Criteria and Tools
<http://www.library.cornell.edu/olinuris/ref/research/webeval.html>

UC Berkeley: Evaluating Web Pages — Techniques to Apply and Questions to Ask
<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

ACRL Standards for Information Literacy

- 1. Determine Information Need:** The information literate student determines the nature and extent of the information needed.
- 2. Searching and Finding:** The information literate student accesses needed information effectively and efficiently.
- 3. Evaluating Information:** The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- 4. Using the Information:** The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- 5. Using Information Legally:** The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

For an expanded explanation of these standards see:

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm#stan>