All precourse assignments should be emailed to the Course of Study office by May 1, 2015.

**Course Description and Outcomes**

The Course of Study sequence in New Testament provides a panoramic view of the literary content and theological perspectives of the compositions in the New Testament. The two courses place these compositions and their respective messages and meanings in the social and historical context of the ancient Mediterranean world. In addition, the two courses help students develop and practice skills of exegesis and interpretation.

There are two overlapping questions driving the NT COS sequence:

1. “How do the compositions of the NT function as literary expressions of early Christianity’s faith and history?”
2. “How can the compositions of the NT be interpreted and applied in preaching, teaching, and pastoral care in a way that is informed by their literary and historical nature AND applicable, challenging, and inspiring for contemporary faith communities?”

The second class in the sequence (COS 521) focuses on the content and context of the epistles and Revelation. Special attention will be given to Romans, 1 Corinthians, Hebrews, James, 1 John, and Revelation. This course also functions as a workshop for exegetical method and provides an avenue for reflection on the students’ theology of scripture.

**Students will be able to:**

1. Distinguish these genres of biblical literature
2. Understand the major theological themes in these writings
3. Faithfully apply exegetical methods to these forms of literature
4. Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day
5. Articulate the unity and authority of Scripture as a whole.

In addition, students will:

6. Discover and utilize exegetical tools
7. Explore the historical and social background from which the NT derives
8. Cultivate and participate in informed and respectful class discussions

**Required Textbooks**

- A Good Study Bible (select one [1])
Required Textbooks Continued

  - The listing above is the REQUIRED concordance. However, this concordance is typically only available online through independent booksellers on Amazon.com, Barnesandnoble.com, Alibris.com, Ecampus.com.
  - A functional digital concordance of the NRSV translation of the bible can be utilized at http://bible.oremus.org. Unlike the Whitaker/Kohlenberger Concordance, however, this resource does not identify the various Greek words that may be listed under a single English word.

Recommended Textbooks


Course Requirements

- Class attendance and participation, reading of the New Testament, and secondary texts (15% of total grade)
- Timely and satisfactory completion of Precourse Assignments (20% of total grade)
- Exam (20% of total grade)
- Exegetical Journal (10% of total grade)
- Exegetical Briefs—Rewrite (5% of total grade)
- Sermon Outline and Presentation (30% of total grade [15% each])

Course Grading

- Grading of papers follows the Candler Course of Study Grading Policy (see grid below). Particular attention is paid to the established Grade Grid for papers and class participation
- For the multiple choice tests a basic point system is followed. Keep in mind that most conferences require a letter grade of C or better to receive credit for the course.

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>94-100</td>
<td>B+</td>
<td>87-90</td>
<td>C+</td>
<td>77-80</td>
<td>D</td>
<td>67-70</td>
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<tr>
<td>A-</td>
<td>91-93</td>
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<tr>
<td>B-</td>
<td>81-83</td>
<td>C-</td>
<td>71-73</td>
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Summer Precourse Assignments – Due May 1st
Precourse Assignments

• Formatting Requirements:
  o Your answers to each question should be typed, double-spaced, Times New Roman font, 12 point, 1-inch margins, and in Word Doc format.
  o Please include in the header your email address, name, and page numbers

Assignment 1
Exegetical Briefs (6 x 1 page single-spaced = 12 pages double-spaced)
• Before consulting/reviewing the secondary literature, read each of the focus texts (Romans, 1 Corinthians, Hebrews, James, 1 John, and Revelation) in one sitting.
• Then, complete an exegetical brief for each of the focus texts
  o Exegetical briefs should be 1-page single spaced
  o The format is optional, but an exegetical brief should at least give consideration to the composition’s (1) literary structure; (2) exegetical and literary features; (3) religious or theological perspective.
  o See course website for brief tutorial video and sample briefs
• ** Students will resubmit exegetical briefs on the final day of the course taking into consideration instructor comments and in-class readings and activities **

Assignment 2
• Read introduction and the chapters related to the focus texts:
  o Introduction: pp. 1–16
  o Romans: pp. 112–28
  o 1 Corinthians: pp. 129–45
  o Hebrews: pp. 266–82
  o James: pp. 283–97
  o 1 (2, 3) John: pp. 327–340
  o Revelation: pp. 341–58
• Select three [3] of the chapters dealing with the focus texts. For each chapter that you select:
  o Summarize the major historical, literary, and theological aspects of the focus text highlighted by the authors
  o Summarize the critical methodology used by the authors in each chapter and what significance it adds to their interpretation
• Select one [1] of the three chapters/focus texts from above and comment on the similarities and differences between the interpretations of Carter/Levine and those found in the introductory textbook (Holladay)

Assignment 3
Theology of Scripture (3 pages double-spaced)
• Summarize the major components of the UMC’s expressed beliefs pertaining to scripture (see “scripture” under “Beliefs” in the Book of Discipline).
  o Provide scriptural warrant for at least three [3] of these components.
  o What is relationship between the “original context and intention of the text” and the contemporary meaning it has for “our own lives and the life of the world”?
Use one of the following passages to support your answer: Romans 2:17–29; Hebrews 10:19–31; or James 2:1–10.

- Be sure to discuss any tensions/difficulties there are with the “original intention” of the passage you select and its contemporary meaning.
  - Express your understanding of the relationship between the unity and diversity of scripture.

More on Citations and Writing Assignments:
The writings assignments correspond to major sections in the textbooks and are designed to help you reflect on the historical, literary, and theological dimensions of the New Testament. Use your own words when you write, and cite specific page numbers from the textbook when you quote, paraphrase, or allude to one of the books. Avoid extensive quotations.

Within your work you MUST give credit to the sources of your information (in this Bailey/Broek and Gorman). However, your precourse work should NOT be quotation heavy. If you do quote something from your textbook, you must ENGAGE that quotation. Why did you quote the scholar? Do you agree with what they said? If so, why? If not, why is their statement a problem for you? The point of this work is for you to demonstrate your OWN REFLECTION and PERSPECTIVE by engaging the assigned readings and the perspectives and information they offer regarding the New Testament. You do NOT have to reference additional sources such as dictionaries, commentaries, encyclopedias, or other textbooks. Simply use the assigned textbooks, your Bible, and your own thoughts to answer the questions.

When you do quote one of the authors or use an idea you gained from their books, use MLA Style parenthetical citations. This information is included within the body of your paper and includes within parenthesis: (1) Author’s last name; and, (2) page number. Below is an example of how to properly quote and cite from the textbooks:

Example: “The Bible did not just ‘drop out of heaven,’ nor was it written in a special language with unique literary forms by some strange class of humans unaffected by their social and historical situation. No, the Bible was written by and for real people, living in specific historical contexts, to address particular individual and community needs” (Gorman 69).

You do NOT need to include a Works Cited page. Failure to properly cite the sources of the information you include in your work is considered plagiarism! Again, the work should NOT be quote heavy! You are to ENGAGE the information and demonstrate you understand what is being said.

Assignments for Summer School – NOT PRECOURSE WORK
Overview:
- For precourse work, you were asked to include your selected passage in your discussion of your theology of scripture (Assignment 3)
- In addition, the passage you select will be your “focus text” for our in-class time together.
- Between the submission of precourse work and the start of class, you will be asked to begin an Exegetical Journal of this passage (6-8 pages double-spaced). To make the most of our time together:
  - Please read Gorman, Elements of Biblical Exegesis, pp. 1–179, and familiarize yourself with the contents of pp. 181–281
You may follow the method of Gorman (moving through his 7 elements) or your may follow the process of an writing an Initial Exegetical Analysis (available on the course website).

The Exegetical Journal is meant to display your engagement in focused, close-reading of a primary text and a rigorous questioning of it to open it up for further reflection, analysis, and research.

The Exegetical Journal will be turned in on the final day of class; it will also play a central role in the crafting of a sermon outline and presentation.

Guidelines for Written Assignments

• All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.

• All papers must include a page number and the last name of the student in either the header or footer of every page.

• You should note the question you are answering at the beginning of each new section of materials.

• All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.

• Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.

• All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

Inclusive Language Covenant

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.
## Course of Study Grading Policy

Please consult the website for more information:
http://www.candler.emory.edu/programs/cos/policiesandprocedures.cfm#grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>Comprehension</td>
<td>Superior</td>
<td>High</td>
<td>Good</td>
<td>Evidence of exposure</td>
<td>Gives no evidence of exposure or understanding material</td>
</tr>
<tr>
<td>Ability to Interpret Material</td>
<td>Consistently excellent and creative; superior ability to interpret material</td>
<td>Good, but less evidence of ability to interpret</td>
<td>Mix of strengths and weaknesses; moderate level of analysis and interpretation</td>
<td>Inability to interpret material</td>
<td>Incomprehensible</td>
</tr>
<tr>
<td>Written and Oral Assignments</td>
<td>Strong and interesting; able to interpret theses and points of view of others in his or her own words.</td>
<td>Interesting, exhibiting a high level of analysis and interpretation; theses are predictable or too broad; may not be fully supported</td>
<td>Theses are too obvious or vague; introductions, conclusions are not very effective; grammar, word choice, and spelling errors present.</td>
<td>Has not followed directions or has failed to present what has been asked for. Unclear or lacking thesis, arguments, and/or evidence. Extremely &quot;quote dependent&quot;</td>
<td>Unreadable, unrecognizable or missing. Evidence of Plagiarism</td>
</tr>
<tr>
<td>Grammar, Spelling</td>
<td>Clear, without errors in grammar, spelling, and diction</td>
<td>Clear, without errors in grammar, spelling, and diction</td>
<td>Contains some errors in grammar, word choice, and spelling</td>
<td>Contains many errors in grammar, word choice, and spelling</td>
<td>Indecipherable</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Contributes significantly and appropriately to growth and learning of whole class</td>
<td>Contributes somewhat to the growth and learning of the whole class</td>
<td>Speaks up in class occasionally, but contributes little to growth and learning of the class</td>
<td>Student is present but does not participate</td>
<td>Inappropriate, incomprehensible, or absent</td>
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Directions to Email Precourse Assignments
Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resubmit your assignments.

1. Email only michelle.levan@emory.edu your precourse assignments, do not email assignments to the instructors. You are encouraged to email the instructors questions about the assignments.

2. Email must be received no later than 11:59pm on the deadline of May 1st.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after May 1st at 11:59pm will be subject to a late penalty.
      • Precourse work received between May 2 – June 1 is 1 letter grade deduction.
      • Precourse work received between June 2 – June 20 is 2 letter grade deductions.
      • You will be drop from any course for which precourse work has not been received after June 20th. No precourse work will be accepted at check-in.

3. The course number and the phrase “precourse work” should be the subject of your email: Example - Precourse Work 113
   a. You will need to send a separate email for each course you are registered to attend.

4. Precourse work must be sent as an attached document and not in the body of the email.
   a. Any version of Microsoft Word will be accepted; PDF, Word Perfect, and Mac-Pages documents will not be accepted. If you are using another type of word processing program please convert your document to a version of Microsoft Word before sending.
   b. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.

5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email. See Example

6. Plagiarism Policy and Plagiarism Defined
   The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse work. The inclusion of the policy and definition in the body of the email, verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.

   Plagiarism Policy - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.

   Plagiarism Defined: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED! You will receive a confirmation of receipt within 24 hours or notice to resubmit following the process.