If you are only attending the Summer Weekend session then your precourse work is due June 20th, 2015.

If you are attending the either or both Summer School sessions then ALL your precourse assignments are due May 1st including the assignments for this course.

Course Description and Outcomes
This course introduces biblical interpretation. Attention is given to the inspiration, formation, and function of the canon and to the development of a methodology of interpretation consistent with the nature of scripture. The importance of the Bible as a witness to the life and faith of ancient Israel and earliest Christianity will be emphasized.

Students will be able to:
1. Articulate the place of scripture in the life of the congregation and the role of the pastor in interpretation.
2. Understand the inspiration and formation of the canon and its authority within the community of faith.
3. Understand and apply historical, literary, and theological approaches to various types of literature in scripture using Genesis, Hosea and Amos, Mark, and Philippians.
4. Develop a method of exegesis consistent with the nature and authority of the Bible.

Required Textbooks

Reference but not Required Textbooks

Course Requirements
• Class attendance and reading of the Bible and secondary texts (10% of grade)
• Participation in class discussions (10% of grade)
• 2 five-page papers submitted as precourse work (each 20% of grade)
• 2 five-page papers, each due the last weekend of class (each 20% of grade)

**Precourse Assignments**

**Required Advance Reading**

- The Biblical books of Genesis, Amos, Hosea, Mark, Philippians, and Fee and Stuart, *How to Read the Bible for All it’s worth*

**Precourse work assignment 1:** Pick one of the four biblical books to be discussed in the course and write five pages on your favorite passage in that book. Explain why it is your favorite and discuss what you think is the most important issue raised by it for people of faith today.

**Precourse work assignment 2:** Write a five-page review of Fee and Stuart’s book *How to Read the Bible for all it’s Worth*. Answer the following questions: What new insights did you gain from this book? Do you think this book would be of use to the folks in your church?

**In Class Assignment 3: A Teaching Plan (Due July 24th)**

Design, in five pages, a teaching plan which you could use in the local church to teach a Bible study on of the books we are covering in this course: Genesis, Amos, Hosea, Mark, or Philippians. The teaching plan should have the following four parts:

- **A description of the class.** Identify who you will be teaching (youth, adults, kids, etc.), how many classes (and of what approximate length in hours or minutes) you will need to cover the material, and a brief description of how you will conduct the class (time spent with discussion, time spent with you lecturing, time spent reading, time spent watching video material, whatever). About one page give or take.

- **A section on the research and background information** or resources you will use to prepare for the class (books you will consult, websites, whatever). About half a page give or take.

- **An overview statement** of what you think the major teaching issues are in the book for your class, namely, what major theological subjects, or current faith issues, or societal issues are addressed in this book. About a page give or take.

- **An outline** of what will be covered and done in each class as you envision it. This can take the rest of the space up to five pages. You don’t have to go into too much detail. Just outline what you would cover in each class meeting and what you think the major points of learning are in that section of the class.

**In Class Assignment Paper 4: A Preaching plan (Due July 24th)**

Describe, in five pages, how you would prepare to preach a sermon on a key passage from one of the books we are covering in this course (see above). The preaching plan should have the following parts:

- **A copy of the passage** (you can cut and paste it from any on-line bible source you like).

- **A page or so of description of the background research and reading you did to prepare to preach the passage.**

- **An extended outline of the sermon you would write on the passage.** You probably won’t have room for a full outline so don’t worry about that. Just outline where you think you would go with the sermon as fully as you can in the pages you have left to you.
**Course Schedule**

**Friday July 10th: 4-8pm**
- Biblical readings: Genesis
- Additional readings: Anderson
- 4:00-5:00 Overview of course and discussion of exegesis as a theological task
- 5:00-6:00 Discussion of historical and literary background to Genesis
- 6:00-7:30 Break for dinner
- 7:30-8:00 Discussion of major themes within Genesis

**Saturday July 11th: 9-5pm**
- Biblical Readings: Amos and Hosea
- 9:00-10:00 Discussion of the development of Israelite prophecy
- 10:00-11:00: Break
- 10:15-11:00: Discussion of the historical background of Amos
- 11:00-12:00 Discussion of Amos
- 12:00-1pm Break for lunch
- 1:00-2:30 Discussion of the historical background of Hosea
- 2:30-3:00 Coffee Break
- 3:00-5:00 Discussion of Hosea

**Friday July 24th: 4-8pm**
- **Papers 3 and 4 are Due**
- Biblical readings: Gospel of Mark
- Additional readings: Hayes and Holladay
- 4:00-5:00 Discussion of issues among the four Gospels
- 5:00-6:00 Discussion of Mark
- 6:00-7:30 Break for dinner
- 7:30-8:00 Continued Discussion of Mark

**Saturday July 25th: 9-5pm**
- Biblical reading: Philippians
- 9:00-10:00: Discussion of Paul’s letters as a whole
- 10:00-10:15: Break
- 10:15-12:00 Discussion of Philippians
- 12pm-1:00pm Break for lunch
- 1:00-2:30 Discussion of exegesis in the local church
- 2:30-3:00 Coffee Break
- 3:00-5:00: Course Wrap-up discussion
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.
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 resend 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. The following deduction apply only to the attending the summer three-week session. 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.
   c. All students (Summer and Weekend) will be drop from any course for which precourse work has not been received by 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.