All precourse assignments should be emailed to the Course of Study office by January 12, 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. Thus, 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?”

COS 321, the first class in the sequence, focuses on the distinctive portrayals of Jesus found in the four gospels and the portrait of the early church in the book of Acts. The course fosters the close reading of these writings that leads to a greater appreciation of the unique content, message, and structure of each gospel and Acts.

**Course Outcomes**

Students will be able to:

1. Understand the origin, message, and purpose of each gospel
2. Analyze this form of literature exegetically
3. Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day

In addition, students will:

4. Review the scope of the New Testament writings and the formation of the NT canon
5. Explore the historical and social background from which the NT derives
6. Cultivate and participate in informed and respectful class discussions
7. Explore the origin & development of the Christian faith and community during the first century

**Required Textbooks**

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


Recommended Textbooks


Course Requirements

Class attendance and participation, reading of the New Testament, and secondary texts (10% of total grade)

- Timely and satisfactory completion of Precourse work (25% of total grade)
  - Due by email to the Course of Study Office by January 12, 2015
- Completion of Writing Assignments #2 and #3 (40% of total grade, each worth 20%); see below for more information
  - Due before 8am on February 7, 2015 and February 28, 2015
- Successful completion (passing) of a final multiple-choice exam (25%)
  - Final exam on February 28, 2015

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>71-73</td>
</tr>
<tr>
<td>D</td>
<td>67-70</td>
</tr>
<tr>
<td>F</td>
<td>0-66</td>
</tr>
</tbody>
</table>

Saturday Precourse Assignments – Due January 12th
Precourse Assignments

Precourse Work and Preparation for the First Week of Class

- Carefully read and complete exegetical briefs (see below for more information) for the following New Testament books: Matthew, Mark, Luke, John, and Acts.
- For Precourse Work, read the following from the course books:
  - Holladay, chs. 1–10 (pp. 1–260)
  - Murphy, Introduction + chs. 2–6 (pp. 43–290)
- Before the first week of class, read the following from the course books:
  - Review reading from Holladay and Murphy (see above)
  - Re-read the Gospels and Acts from study bible
  - Read Throckmorton, “Preface” (pp. v–xxvi, especially v–x)

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 case Holladay and Murphy). However, your 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: "When we say that the central task of theology is to understand who God is and to discern God’s presence and action in the world, we are affirming the reality of the Living God within our midst" (Holladay 15).

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.
Provide written answers to the questions below.

- Answers should be emailed to the COS office by the stated deadline of January 12, 2015
- Answers should be altogether in one email.
- Be sure to make a copy of your work before you send it
- Please review and follow the guidelines for emailing assignments that are listed at the end of the precourse assignments.
- Formatting Requirements:
  - Your answers to each question should be typed, double-spaced, Times New Roman font, 12 point, 1-inch margins, and in Word Doc format.
  - Please include in the header your email address, name, and page numbers

Part I: Exegetical Briefs [5 x 1 page single-spaced = 10 pages double-spaced].
Complete one-page exegetical briefs for each of the four gospels and Acts. Completion of these briefs should emerge from the student’s own close reading of the biblical text and responsible use of insights from course books.

- Before consulting/reviewing the secondary literature, read each of the four gospels and Acts in one sitting.
  - Read the introduction from the Study Bible carefully
  - Be aware of the structure of the gospel, both as it is summarized in the study bible introduction and as you see the structure
  - Read with a computer or notepad to make short notes about themes, problems, and theological perspective in each composition
- Then, use personal reading along with course books to write an exegetical brief for each composition
  - Holladay, chs. 6–10 (pp. 104–260)
  - Murphy, chs. 3–6 (pp. 89–290)
- Format:
  - Exegetical briefs should be 1-page single spaced or less
  - 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.

Part II: New Testament Worlds [3 pages total]
“The Gospels come from a world very different from our own” (Murphy, 43). Show how this statement is true:

a. Summarize the distinctive characteristics and elements of the historical, social, and cultural settings necessary for understanding the gospels. [2 pages]
b. Show how knowledge of this background information may assist the reading and interpretation of the gospels by using one passage from a gospel as an example. [1 page]

**Part III: The New Testament Canon [4 pages total]**

Given the popularity of *The Da Vinci Code* and the History Channel’s “Bible Secrets Revealed,” you’ve been asked by members of the adult education committee to write a brief (four pages total) overview of the process of canonization of the NT for an upcoming newsletter. In your overview, be sure to include a discussion of:

a. The various lists of the NT canon, including matters of how the books were arranged and which were included (see especially Holladay, 26–36). [ca. 1 page]

b. The major steps or aspects in the process of the canonization of the NT from the first-century CE to the fourth-century CE (see especially Holladay, 571–88). Be sure to include those major events or figures in the process AND their implications for the NT canon. [ca. 1 page]

c. The relationship between the process of canonization and the formation of Christian identity (see Holladay, pp. 588–92; cf. Johnson, 525–46 [available on Blackboard]). [ca. 1 page]

d. The reason why an understanding of the canonization process and the NT canon itself is important for your congregation’s worship and practice. [1 page or less]
Part I: Comparing Gospels [4 pages total]
Use the course books and your own careful reading of the gospels to answer the following questions.

a. Compare and contrast two [2] of the following as they related to MARK and to MATTHEW: (1) The depiction of Jesus; (2) The miracles of Jesus; (3) The disciples/church [2 pages]
b. Compare and contrast how Matthew, Luke, and John each begin; how does the beginning of each relate the distinctiveness of each gospel? [1 page]
c. Compare and contrast the role of non-Jews in Matthew and Luke [1 page]

Part II: Critical Study of the Gospels [3 pages total]
Both Holladay (pp. 58–75) and Murphy (pp. 1–42) utilize the phrase “From Jesus to the Gospels” to introduce the principles and methods for the critical study of the gospels. Discuss these principles and methods, including:

a. The types and features of the major literary forms included in the gospels. [1 page]
b. The most significant models for explaining the transition “from Jesus to the Gospels.” [1 page]
c. An overview of the various critical methods for studying the gospels discussed in Murphy, including an analysis of the two [2] methods that seem most natural to you and the two [2] that seem most strange and why this is so. [1 page]
Part I: Synopsis Write-Up [3–5 pages total]
This assignment is meant to explore the literary relationships between the Synoptic Gospels.

a. Analyze the passage (to be distributed in class on Feb. 7) using the following key:
   - blue = words found identically in all three Synoptic gospels;
   - yellow = words found identically in Matthew and Mark;
   - red = words found identically in Matthew and Luke;
   - green = words found in Mark and Luke

b. Based on the analysis above, briefly restate or reconstruct the core story that the three gospels share. Try not to elaborate or expand, but focus on the shared literary features and ideas. [.5 pages]

c. List and analyze the similarities and differences between the three accounts. Full credit will only be given if similarities/differences are both listed AND analyzed. (A simple chart without further explanation will not suffice.) [1 page]

d. From the above, select one of the three accounts and consider why the author tells the story in the way that he does. What do they tell you about his conception of Jesus, other characters in the story, and so forth? [1.5 pages]

Part II: Historical Jesus [3 pages total]
Holladay (pp. 77–103) and Murphy (pp. 317–74) provide a summary of how the so-called historical Jesus relates to the gospels, but they do so in different ways:

a. What are the three [3] most significant differences between the two accounts?
   Differences may include how they present the question, the conclusions they reach, and so forth. [1 page]

b. In what ways are the two accounts similar? [.5 page]

c. What are the criteria typically used by scholars to arrive at the historical Jesus? Which of these do you find most convincing? Which is least convincing? Why? [1.5 pages]
**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, unless the instructor requests something different.
- 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](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>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>
**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 January 12, 2015.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after January 12th at 11:59pm will be subject to a late penalty.
      • Precourse work received between January 13th – January 18th is 1 letter grade deduction.
      • Precourse work received between January 19th – January 24th is 2 letter grade deductions.
      • You will be drop from any course for which precourse work has not been received by check-in on January 24th.

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.