All precourse assignments should be emailed to the Course of Study office by June 1, 2016.

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.

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
  ○ ** An alternative study Bible may with instructor approval. **
Recommended Textbooks


Precourse Assignments

Part 1

Exegetical Briefs (5 pages single-spaced)

Instructions: Students will write one [1] exegetical brief for each of the following NT compositions: Matthew, Mark, Luke, John, and Acts. Exegetical briefs result from a student’s own careful reading of a NT composition. They represent the student’s own informed, supported, and creative “take” on the composition. By attending to the composition as a whole, briefs highlight the distinctive features, perspective, or theological vision of each writing. Briefs should convey answers to the questions, “What is it that makes Luke (Mark, Acts, etc.) distinct? How do I know I’m reading Matthew and not Mark?”

Format:

- Briefs are limited to one page, single-spaced (material on a second page will not be considered)
- Briefs should offer consideration of the following (at a minimum): (1) form: an overview of its major sections and how they relate to one another; (2) content: its distinctive topics or subject matter; (3) purpose: its particular message function.

For more guidance, please see tutorial video (http://bit.ly/1H2q6UU) or additional description of the assignment (http://bit.ly/1I1xSlD). Students may use textbooks and their study Bible to support their briefs, but should not summarize the perspectives of others.

Part 2:

New Testament Worlds (4 pages double-spaced)

Instructions: Powell writes at the end of his first chapter: “The world of the New Testament is actually many worlds.” Using Powell (ch. 1) and Murphy (ch. 2), discuss these worlds or contexts of early Christianity:

- (A) The Jewish Context: Identify and discuss the different Jewish groups and what makes each group different from others; discuss the major historical events or phases that occurred between the latest writing of the OT and the earliest writing of the NT.
- (B) The Hellenistic Context: define “Hellenism” or “Hellenization; identify and discuss three [3] significant aspects of Hellenistic culture
- (D) Ancient Mediterranean Culture: Identify and explain three [3] of the social systems or cultural values discussed by Powell or Murphy.

Part 3:

Introduction to the Gospels (4 pages double-spaced)

Instructions: Using Powell (pp. 81–101) and Murphy (pp. 1–42), complete the following about the gospels:
• (A) Genre: define the term “genre;” identify and discuss two [2] features of ancient biography; and, summarize Powell’s reasons for viewing the gospels as ancient biographies.
• (B) Contents: Similar to biographies, the gospels contain accounts of both Jesus’s ACTIONS and his SAYINGS. Both Powell and Murphy discuss different types of each. Identify and discuss three [3] types of actions and three [3] types of sayings found in the gospels.
• (C) What is the Synoptic Problem and how have scholars tried to “solve” it?
• (D) Who was Tatian, what did he do, and why is he important for the study of the gospels?

Part 4:
Introducing Christianity (2 pages double-spaced)
Instructions: Imagine that, as a pastor, you have only one of the four gospels and Acts to introduce new members/new believers to Christianity. Complete the following:
• Which of the four gospels would you pick to provide the most effective introduction to Christianity? Discuss at least three [3] reasons in support of your choice. What would be the limits of using that single gospel? Discuss at least two [2] limits to your choice.
• Discuss four [4] ways that the Book of Acts would provide an effective introduction to Christianity. Discuss at least two [2] things about Christianity that using Acts would not include.

BEFORE THE START OF CLASS (NOT FOR PRECOURSE WORK):
Please read the introduction in the textbook by Throckmorton and bring the following colored highlighters (or pens) for class: blue, red, yellow, green.

Course Requirements
• Class attendance and participation, reading of the New Testament, and secondary texts (15% of total grade)
• Timely and satisfactory completion of Precourse work (25% of total grade)
• Synopsis Write-up Paper (30% of total grade)
• Final exam (30%)

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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**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 asked.**
**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

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<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>
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<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 resend your assignments.

1. Email only courseofstudy@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 June 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 June 1st at 11:59pm will be subject to a late penalty.
      - Precourse work received between June 2 – June 30 is 2 letter grade deductions.
      - You will be drop from any course for which precourse work has not been received after June 30th. 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 223
   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. If you have five paper assignments for one class, combine all assignments into one paper before sending. You should send only one attachment per-class with all course assignments; emails sent with multiple documents will not be accepted.

5. Your FULL name, phone number, and email address should be included in the body of your email.

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.