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.

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**

  - Another Study Bible is may be used with instructor approval.
**Recommended Textbooks**

  - Powell’s introduction is the new **required** textbook for COS321. Students may supplement this with a different textbook (e.g. Holladay, Johnson), if Powell was not used in COS321.
  - 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](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.

**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 (25% of total grade)
- Exam (30% of total grade)
- Exegetical Analysis (30% of total grade)

**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>
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<tbody>
<tr>
<td>A+</td>
<td>94-100</td>
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<tr>
<td>A</td>
<td>91-93</td>
</tr>
<tr>
<td>A-</td>
<td>89-90</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<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>

**Precourse Assignments**

**Part 1**

Exegetical Briefs (6 pages **single-spaced**)

Instructions: Students will write one [1] exegetical brief for each of the following NT compositions: Romans, 1 Corinthians, Hebrews, James, 1 John, and Revelation. 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 1 Corinthians (Hebrews, 1 John, etc.) distinct? How do I know I’m reading 1 Corinthians and not some other composition?”

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:
Theology of Scripture (4 pages double-spaced)
Instructions: Carefully read the UMC’s theological guidelines on scripture (http://bitly.com/1JuKh45). Please address the following questions, aided by particular references from the UMC’s guidelines:
• (A) What is scripture? Identify and explain three [3] statements made by the guidelines concerning the nature of scripture.
• (B) What does scripture do? Identify and explain three [3] statements made by the guidelines concerning the function of scripture.
• (C) How is scripture understood? Identify and explain [3] statements made by the guidelines concerning the interpretation of scripture.
• (D) Describe your own theology of scripture, providing any relevant scriptural references supporting it, and compare it with the UMC’s guidelines.

Part 3:
Orientation to Carter and Levine (4 pages double-spaced)
Instructions: Read the introduction to the textbook of Carter and Levine (pp. 1–16). They explain that, “Making meaning is the task of very reader” (Carter and Levine, 3). Please summarize and discuss what they mean by this, taking into consideration:
• The three categories of approaches to text
• And, the different methods discussed under each approach.
Then, read the chapters for each focus text (Romans [pp. 112–28], 1 Corinthians [pp. 129–45], Hebrews [pp. 266–82], James [283–97], 1 John [pp. 327–40], Revelation [341–58]) and answer:
• Which approach or approaches to Carter and Levine take toward the focus text?
• Why do they do so?

Part 4:
Orientation to Bassssler and Romans (2 pages double-spaced)
Instructions: Romans 1:16–17 has been described as the “thesis statement” for the epistle to the Romans. Using chapters from Bassler’s textbook as a reference, please discuss the following key words and phrases as they relate to that “thesis statement” and the letter’s overall purpose:
• Righteousness of God
• Faith
• Jew & Gentile
• Salvation/Life

BEFORE THE START OF CLASS (NOT FOR PRECOURSE WORK):
Please familiarize yourself with the collection of Exegetical Resources here: http://bit.ly/1VPD17M. In addition, it is assumed that students have completed an introduction to preaching course. We will be following aspects of Tom Long’s “Biblical Exegesis for Preaching.” Please read or review this chapter (http://bit.ly/1H6QQUf) before the start of class.
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>
</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 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.