Course Description and Outcomes
The Course of Study sequence in New Testament (321 & 521) 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. 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.

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


Recommended Textbooks


Course Requirements & Grading

- 30% - View online video lectures with accompanying textbook reading and complete short writing responses (**Pre-class Writing Assignment #1**)  
- 30% - Complete exegetical briefs for each Gospel (**Pre-class Writing Assignment #2**)  
- 30% - View online video lecture and complete post-class writing assignment  
- 10% - Attend and actively participate in the intensive, in-person class sessions

COS Grading Scale

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<th>Grade</th>
<th>Percentage</th>
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A Note about the Hybrid Format

The Winter 2017 COS 321 course is offered in a hybrid format. Accordingly, there are three major phases in the class: pre-class, in-class, and post-class.

- The **PRE-CLASS PHASE** is meant to set the foundation for our time together in person (the in-class phase). In advance of class, students will view the online video lectures, complete short writing responses, and read selections from required textbooks when applicable (an outline of the video lectures can be found below). *PLEASE NOTE: Candler is in the middle of transitioning from Blackboard to Canvas. Until that transition is complete (mid-September), Amy Walker will be sending out a link to the online videos to everyone who registers for the class.*

- The **IN-CLASS PHASE** will be devoted to digging into the Gospels through lecture, discussion, and other activities with the goal of gaining a better understanding of the unique perspective each offers on the life of Jesus and the value each adds to the tasks of Christianity ministry.

- The **POST-CLASS PHASE** will consist of viewing an online lecture and completing the final writing assignment, a Synopsis Write-Up (guidelines and formatting instructions will be provided in class).
More on Citations and Writing Assignments:
The writing 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.
Pre-Class Writing Assignment #1

Provide written answers to the questions below.

- **Pre-Class Writing Assignment #1 should be emailed to amy.elizabeth.walker@emory.edu by January 16, 2017**
- 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 pre-course 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.

There are six (6) video lectures that students are required to watch in preparation for the in-class portion of the class. Videos should be viewed in conjunction with readings from the required textbooks, as indicated below:

  - Reading Assignments:
    - Murphy, “Reconstructing Ancient Worlds: Gospel Contexts” (pp. 43–87)
    - Powell, “The New Testament World” (pp. 15–61)

  - Reading Assignments:
    - See above

  - Reading Assignments:
    - See above

- **Lecture 4: What are the Gospels?: Part 1**
  - Reading Assignments:
    - Murphy, “Critical Study of the Gospels” (pp. 1–42)
    - Powell, “The Gospels” (pp. 81–101)

- **Lecture 5: What are the Gospels?: Part 2**
  - Reading Assignments:
    - See above

- **Lecture 6: Relating the Gospels**

Each lecture includes a prompt for written reflection. Each of these writing reflections should be one-page double-spaced (give or take one quarter of a page). The video lectures overlap significantly with the textbook readings but are not identical to them. Students are advised to watch the videos, complete the reading assignments, and then rewatch the lectures, if necessary.
Pre-Class Writing Assignment #2
(4 pages single-spaced)

Pre-Class Writing Assignment #2 should be emailed to the instructor before 5pm on January 31, 2017.

Students will complete one-page exegetical briefs for each of the four Gospels. These briefs should emerge from the student’s own close reading of the biblical text and responsible use of insights from course books. Students are encouraged to approach this assignment as follows:

- Read each the Gospel 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
- Read the corresponding chapters from Murphy and Powell and reread each Gospel
- Write an exegetical brief that provides your “take” on the Gospel

Format:
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.

A video tutorial and sample exegetical briefs can be found at: http://drawingout.weebly.com/writing-an-exegetical-brief.html
Guidelines for Written Assignments

- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. Please use MLA formatting. This is the best website for learning more about MLA format: https://owl.english.purdue.edu/owl/resource/747/1/

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 participation 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 Pre-Course Assignments

DEADLINE – Email must be received no later than 11:59p.m. EST on January 16, 2017. Pre-course work received after the deadline will be subject to the late penalty schedule below:

- Pre-course work received between January 17-23 will receive a one-letter grade deduction.
- Pre-course work received between January 24-27 will receive a two-letter grade deduction.
- Students who have not turned in pre-course work by January 27 will be dropped from the class.

EMAIL SUBJECT LINE – The subject of your email should be “Pre-Course Work – COS 321”

THE EMAIL – Your full name, phone number, and email address should be included at the beginning of your email. Pre-course work must be sent as an attachment and not in the body of the email.

a. Only Microsoft Word documents will be accepted.

b. All assignments for each course must be in one document. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.

PLAGIARISM – The “Plagiarism Policy” and “Plagiarism Defined” paragraphs below (in red) must be included in the body of your email, not within your pre-course 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.

    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.

You will receive a confirmation of receipt within 72 hours of submitting your pre-course work.