Course Description and Outcomes
This course focuses on the content and context of these writings, and the theological emphases of their writers. In addition to Acts and Revelation, Romans, 1 Corinthians, Hebrews, James, and I John will receive special attention. Students will articulate a theology of scripture.

Students will be able to:
1. Distinguish these genres of biblical literature, and understand the major theological themes in these writings.
2. Faithfully exegete these forms of biblical literature.
3. Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day.
4. Articulate the unity and authority of Scripture as a whole.

Required Textbooks


*NOTE: Seized by Truth is a required text that will be used for in-class work (not pre-class work)*
Recommended Textbooks

  - 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.

How Your Final Course Grade Is Determined

15%  Class attendance and participation, reading of the New Testament, and secondary texts
25%  Timely and satisfactory completion of Pre-Class Assignments
30%  Exegetical Analysis
30%  Final Exam (taken on the last day of class)

COS Grading Scale

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<th>Grade</th>
<th>Score Range</th>
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<td>A+</td>
<td>97-100</td>
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<td>A</td>
<td>93-96</td>
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<td>A-</td>
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<td>D</td>
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Pre-Class Assignments

These four pre-class assignments should be emailed to amy.elizabeth.walker@emory.edu by June 1 in one Word document with each assignment clearly marked within the document.

PRE-CALSS ASSIGNMENT #1: Exegetical Briefs (6 pages single-spaced)
Instructions: Students will write one [1] exegetical brief for each of the focus texts (Acts, Romans, 1 Corinthians, Hebrews, James, 1 John, and Revelation). Exegetical briefs result from a student’s own careful reading of a NT composition, leading to the student’s own informed, supported, and creative “take” on the composition. Briefs should give an account of the composition as a whole while highlighting its distinctive features, perspectives, or theological vision. Since students develop the briefs based on their own readings of each composition, secondary resources should not be consulted for this assignment, apart from the introduction and notes in the New Interpreter’s Study Bible. Moreover, a brief involves analysis of the text itself and should not be overly concerned with historical-critical issues (i.e. authorship, date, etc.). Finally, at this stage, please avoid discussion of the implications of a composition for preaching or teaching, or what the text has to say to contemporary readers. For this assignment, the aim is simply for students to analyze the text itself, on its own terms.

Each brief is limited to one page, single-spaced (material on a second page will not be considered). Briefs should offer consideration of the following three concerns and should use the following bolded terms as subtitles to structure each brief:

1. Structure
   • How is the composition organized? What are its major sections and subjections?

2. Key Themes
   • What are the composition’s key themes, concerns, and perspectives? Use clear examples with specific citations. Example: A major theme in Romans is God’s righteousness, as introduced in the first chapter: “[T]he righteousness of God is revealed through faith for faith; as it is written, ‘the one who is righteous will live by faith’” (1:17). Paul restates and expands the theme of righteousness in 3:21–26.

3. Function
   • On the whole, what does the composition attempt to accomplish? What is its purpose? E.g., does it make an argument? Does it primarily encourage an audience who is suffering? Does it admonish a wayward community? Use specific examples to support your claims.

PRE-CALSS ASSIGNMENT #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:

- (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.
PRE-CLASS ASSIGNMENT #3: Orientation to Carter and Levine (5 pages double-spaced)

A. Read the introduction to the textbook by Carter and Levine (pp. 1–16), and summarize each of the three approaches, which they reference with the following three phrases:

• “world behind the text”
• “world of the text”
• “world in front of the text”

Also, in a statement or two for each method, explain how each method that they discuss accomplishes the goal of the approach under which they discuss it. For example, how does narrative criticism help to accomplish the aim of understanding the “world of the text?”

B. Read the chapters for each focus text (Acts, Romans, 1 Corinthians, Hebrews, James, 1 John, Revelation) and answer:

• Which method(s) do Carter and Levine use for the focus text?
• Respond to each chapter with a summary comparison of its contents with your own insights from Pre-Class Assignment #1 (exegetical briefs). E.g., how does their chapter on Hebrews compare with your exegetical brief on Hebrews? Does your initial reading cohere with theirs? Do some of their points build on or add to some from your own reading?

PRE-CLASS ASSIGNMENT #4: Orientation to Bassler (2 pages double-spaced)

Read all of Bassler’s Navigating Paul. In no more than two pages, summarize the key points of the following:

• Chapter 2: “Paul and the Jewish Law”
• Chapter 5: “The Righteousness of God”

Please use parenthetical citations for quotations and references to specific statements and/or ideas. Example: Bassler claims that, due to the missional context of Paul’s epistles, “the role of ‘works of the law’ in excluding Gentiles from salvation seems to be his primary concern” (17).

In-Class Assignment

Exegetical Analysis
The exegetical analysis is a written assignment of 1,000-1,500 words that requires students to use the exegetical skills that are learned during COS 521. Students will select one text from several options that will be provided on the first day of class, and they will provide observations and questions that arise from direct, exegetical study of the selected text. This assignment serves three purposes:

1. To develop interpretive skills;
2. To encourage close reading that prioritizes the text;
3. To increase capacity for asking good questions, based on close reading.

The exegetical analysis is due by the beginning of the last day of class. Additional instructions will be provided during class sessions.
Final Exam
Students will take an in-class final exam on the last day of the course. The exam will test students on their knowledge and understanding of the course’s seven focus compositions from the NT and will be based on materials covered in readings and lectures.

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-Class Assignments

DEADLINE – Email must be received no later than 11:59p.m. EST on June 1, 2017.
Pre-class work received after the deadline will be subject to the late penalty schedule below:

- Pre-class work received between June 2-8 will receive a one-letter grade deduction.
- Pre-class work received between June 9-15 will receive a two-letter grade deduction.
- Students who have not turned in pre-class work by June 15 will be dropped from the class.

EMAIL SUBJECT LINE – The subject of your email should be “Pre-Class Work – COS 521”

THE EMAIL – Your full name, phone number, and email address should be included at the beginning of your email. Pre-class 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 class must be in one document. You should send only one attachment with all class 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-class 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-class work.