All precourse assignments should be emailed to the Course of Study office by May 1, 2013

Course Description
A panoramic view of the content, main characteristics, and message of the books of the New Testament in light of their historical, political, socio-economic, cultural, and religious environment, as well as their importance as literary expressions of the faith and history of the Early Church. The course focuses on the commonalities and distinctiveness of the various portrayals of Jesus and the defining characteristics of the believing community presented by each New Testament writing. This is a selective survey focusing on the Gospel traditions in its various configurations (i.e. Synoptic Tradition, Luke-Acts, Johannine Traditions) and select Pauline Letters & Catholic Epistles.

Course Objectives
• To gain a basic understanding of the contents of the NT
• Review the scope and purpose of the New Testament
• Foster understanding of the origin and formation of the canon
• Explore the historical and social background from which the NT derives
• Articulation of the various portrayals of Jesus present in the NT
• Cultivation and participation in informed and respectful class discussions
• Explore the origin & development of the Christian faith and community during the first century
• Reflect on the meaning and significance of the message of the NT for the faith and mission of the church in the contemporary world

Required 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 (20% of total grade)
• Successful completion (passing) two multiple choice tests (each is 25% of total grade)
  o Test 1: Friday, July 26 – 1 hour Only!
  o Test 2: Friday, August 2 – 1 hour Only!
• 3 Page Essay due the second week of class on Tuesday, July 30 – (20% of total grade)
  o Topic will be distributed on Tuesday, July 23
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 pass the course.

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

Before the first class session, read the entire New Testament, paying close attention to the books of Matthew, Mark, Luke, John, and Acts.

Before the first class session, read the following sections from Holladay’s book, *A Critical Introduction to the New Testament*.

- Introduction (pp. 1-5)
- Chapters 1-10 (pp. 9-260)
- Chapter 28 (pp. 571-596)

Provide written answers to the questions below. **Answers should be emailed to the COS office before the stated deadline. Answers should be altogether in one email.** The title line should read “COS 311 Precourse Work” and your email will be your COS Cover Sheet.

These questions correspond to chapters in the textbook and are designed to help you reflect on the historical, literary, and theological dimensions of the New Testament. **Your answer to each question should be no more than two pages in length (typed, double-spaced, standard 12-point font, 1 inch margin). Thus, your precourse work should be 6 pages!** Use your own words when you write, and cite specific page numbers from the textbook when you quote, paraphrase, or allude to the book. Avoid extensive quotation. Be sure to make a copy of your work before you send it in.

**More on Citations:**

*Within your work you MUST give credit to the sources of your information (in this case Holladay). However, the work should NOT be quote heavy. If you quote something from your textbook, then you must ENGAGE that quote. 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 engage Holladay and the perspectives and information he offers regarding the New Testament. You do NOT have to reference other sources such as dictionaries, commentaries, encyclopedias, or other textbooks. Simply use the assigned textbook, your Bible, and your own thoughts to answer the questions. When you do quote Holladay or include an idea you read from his textbook, 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 Holladay textbook. Given that I already know the textbook, you do NOT need to include a Works Cited page. If you do not properly cite the sources of the information you include in your work, it is considered plagiarism! Again, the work should NOT be quote heavy! You are to ENGAGE the information.*

Example: “One of the major goals in the book is to explore the religious theological dimensions of the New Testament writings” (Holladay 2).
Question 1 (Chapter One through Chapter Five): [2 pages total]
   a. Using both the biblical texts and the Holladay textbook, compare the literary features and structures of the Gospel of Luke to the Gospel of John. Name three features distinct to each Gospel and discuss how these differences contribute to the unique perspective of each Gospel writer. This question is strictly concerned with your comparison between the Gospel of Luke and the Gospel of John.
   b. Reflect on your enrollment in Course of Study, and specifically this course on the New Testament. How might exploring each NT book’s unique features, voice, and history be considered a “theological” endeavor? Conversely, how might ignoring the distinct features and histories of each individual book make it possible to avoid “theological reflection” in the course?

Question 2 (Chapters Two through Five): [2 pages total]
Imagine that you are using our textbook to teach a bible-study class on “Jesus in the Four Gospels.” You will ask the class to read the four chapters in the textbook on each gospel (Chapters 6-9). However, you must first decide which chapter (and gospel) the class will study first. Answer the following questions about this decision:
   a. How would you make a case (i.e., construct an argument) to support Holladay’s decision for beginning with the Gospel of Mark? In the course of your argument, cite at least one piece of supporting evidence from each relevant chapter of the textbook (Chapters 2-5). You may also choose to read two sections on the Expanded CD-ROM version: “Mark as the Second Gospel” (pp. 149-50) and “From Second Gospel to First Gospel” (pp. 150-52).
   b. How would you support a decision to begin with the Gospel of Matthew? Again, cite at least one piece of supporting evidence from each chapter (Chapters 2-5). You may also wish to read pp. 129-130 on “The First Gospel.”

Question 3: (Chapters Two & Twenty-Eight): [2 pages total]
Holladay states, “As it turns out, the arrangement of the NT writings in our Bible may not be as value-neutral as it appears” (p. 32). Reflect on this statement and answer the following questions:
   a. Explain how Holladay arrived at this conclusion. Cite at least 2 pieces of supporting evidence that contributed to this claim.
   b. Briefly, rehearse the process of canonization. Specifically, how did the early church decide on these 27 writings? Which writings were controversial and which writings won popularity early on? What were the general criteria used to make the decision?
   c. How has reading this information on canon development changed your initial understanding of the NT and its origin?
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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</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 FOR EMAILING PRECOURSE WORK

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, do not email the instructor your assignment.
2. Emails must be received no later than 11:59pm on the May 1, 2013 deadline.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after May 1st at 11:59pm will be subject to a late penalty.
      1. Precourse work received between May 2 – June 1 is 1 letter grade deduction.
      2. Precourse work received between June 2 – June 20 is 2 letter grade deductions.
      3. You will be drop from any course for which precourse work has not been received after June 20, 2013. No precourse work will be accepted after the June 20th deadline.
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 or WordPerfect documents will be accepted; PDF and Mac-Pages documents will be accepted.
   b. All of your assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with course all assignments.
5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email:
   Example: Michelle Levan
   404.727.4587
   michelle.levan@emory.edu
6. Plagiarism Policy and Plagiarism Defined paragraphs 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. 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 cover sheet for your precourse work, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition, and your contact information.

   **Plagiarism Policy**
   I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given. I have also made copies of this assignment and I will bring them with me to class in the event that any of my work is misplaced.

   **Plagiarism Defined**
   “You plagiarize when, intentionally or not, you use someone’s words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow. When accused of plagiarism, some writers claim I must have somehow memorized the passage. When I wrote it, I certainly thought it was my own. That excuse convinces very few.” From page 167 of *The Craft of Research* by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, published in 1995 by The University of Chicago Press in Chicago.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED!!!!!!!