Course Description
This course is the sequel to COS 311, in which the New Testament literature was introduced and explored historically and literarily. This course shifts its focus to interpreting the New Testament literature through sustained attention to exegetical method—how to read and understand New Testament writings. We will deal with a range of questions: What is the passage we are reading (form, genre, location, etc.)? Where did it come from? What does it say (and not say)? What tools of biblical studies are best for answering these questions? What elements of this text make it hard to understand? How is our understanding of the text related to our own experiences (or the faith community’s experiences)? What difference does our own social location make in understanding the New Testament?

The course is designed as an exegetical workshop, giving sustained attention to one particular text, which will be announced on the first day of class. Students learn how to ask questions of the texts and are introduced to the appropriate tools for answering those questions. For the next two weeks, students will be applying the methods they learn in class to a selected passage in order to produce both a sermon outline and final sermon manuscript. Each student is expected to work on their passage each day after class, and return the next morning with new material to contribute. The hope is to create a sacred space for preachers of the Gospel to share their exegetical work, interpretations, and prayerful engagement with the passage. To that end, students will present a working outline of their sermons prior to submitting the final sermon manuscript. The presentations provide an opportunity to share, engage, offer suggestions, and ask for clarity. In community, we read the Scripture, hear the Scripture, and understand the Scripture.

Course Objectives
• Deepen understanding of the various assigned biblical methods
• Strengthen skills in using critical methods for biblical study
• Introduce and explore the various tools available for biblical studies
• Relate exegesis with sound hermeneutical methods for the student’s pastoral role
• Cultivation and participation in informed and respectful class discussions
• Improvement of ability to effectively use scripture in the preparation of sermons and bible studies

Required Textbook

However, I stress that the REQUIRED Concordance we will be working from in the course is the Whitaker-Kohlenberger listed above!!!

Recommended Textbooks
The following books will be referenced and used during the course. However, Pitts Library will be available for you to use the following resources there. If you have them and would like to bring them, feel free to do so. Or if you do not have them and decide to purchase your own, you can bring them too. However, just be advised these books are not required to be purchased.


Course Requirements
- Class attendance, reading of assigned NT passages, secondary texts, participation in class discussions, and demonstrating use of scholarly exegetical tools (20% of total grade)
- Timely and satisfactory completion of Precourse work (20% of total grade)
- 10-min Presentations complete with sermon outline (format will be distributed in class), Fee Exegetical Sermon Steps #6 - #10 (Fee, pp. 150 - 154) (30% of total grade)
  - Presentations Day 1: Saturday November 9
- 5-Page Sermon due the second week of class by Saturday, November 9 at the beginning of class via email to instructor using the same submission requirements as precourse work. All submissions should be in Word format and sent directly to shively.smith@gmail.com. Coherence, exegetical soundness, focus, and clarity of thought are major points of concern in this project (30% of total grade)

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.

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<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>
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<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<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>
</tr>
<tr>
<td>C-</td>
<td>71-73</td>
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<tr>
<td>D</td>
<td>67-70</td>
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<tr>
<td>F</td>
<td>0-66</td>
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Precourse Work Assignments
Provide written answers to the questions below. Answers should be emailed to the COS office by the stated deadline of September 23rd. Answers should be altogether in one emailed. Please review and following the guidelines for emailing assignments that are listed at the end of the precourse assignments.

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 entire precourse work should not exceed 10 pages (typed, double-spaced, standard 12-point font, 1 inch margin). 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 Johnson or Fee). 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 Johnson and Fee and the perspectives and information they offer regarding the New Testament. You do NOT have to reference other 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 or include an idea from Johnson or Fee, use MLA Style parenthetical citations. This information is included within the body of your paper and includes within
Example: “In the case of the NT, it might be better to speak of the symbolic worlds, so complex and pluralistic was its setting. The pluralism was constituted by the diverse combinations of four elements: Mediterranean culture, Roman rule, Hellenistic civilization, and the religious symbols of Judaism” (Johnson 17).

**Question 1 (Read Johnson’s, The New Testament Writings, Part One, pp. 17-81) [2 pages]:**

Johnson says, “In the case of the NT, it might be better to speak of the symbolic worlds, so complex and pluralistic was its setting. The pluralism was constituted by the diverse combinations of four elements: Mediterranean culture, Roman rule, Hellenistic civilization, and the religious symbols of Judaism” (Johnson 17).

a. For each of the four elements (Mediterranean culture, Roman rule, Hellenistic civilization, religious symbols of Judaism), write one to two [1-2] paragraphs in which you describe it and give two [2] examples from the book to support your description. Make sure you describe and relate the examples to your descriptions. (Johnson’s questions at the end of each section are helpful in identifying these examples and descriptions, pp. 34; 60; 79).

b. Why does Johnson describe the New Testament as deriving from symbolic worlds? How does the statement “the New Testament reflects symbolic worlds,” shape how we interpret the writings? How should it impact (or not) our sermon and bible study preparation? Explain and give examples.
**Question 2 (Read Bailey/Broek’s *Literary Forms in the New Testament*, Introduction, pp. 11-19) [2 pages]:**

a. Define and explain the term “literary form” and give three [3] examples from the New Testament. Very briefly explain why your examples are each considered a literary form.

b. Why is it important to study the literary forms of the New Testament? How does knowing these various forms help you in understanding the New Testament and teaching/preaching from the NT books?

**Question 3 (Read Fee’s *New Testament Exegesis*, Sections 1 & II, pp. 5-132) [3 to 6 pages]:**

Read through Fee’s *New Testament Exegesis*. Then answer the following questions.

a. Outline Fee’s exegetical process in a way that will be helpful for you in your own practice of NT exegesis. List the main steps and sub-steps in Fee’s exegetical process, commenting on the various steps and sub-steps. Your outline for how to do New Testament exegesis should be about three pages long. DO NOT JUST COPY FEE’S TABLE OF CONTENTS!!! Create your OWN outline for doing NT exegesis, which is informed by Fee. This assignment can be in the form of an outline, table, diagram, etc. Just make sure you comment on each section describing the goals of each section, the questions you are generating or trying to answer, and its relevance to your own study.
<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 the 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>
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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 September 23, 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 September 23rd at 11:59pm will be subject to a late penalty.
      1. Precourse work received between September 24th – Sept. 29th is 1 letter grade deduction.
      2. Precourse work received between Sept. 30th – October 5th is 2 letter grade deductions.
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!!!!!!!