All precourse assignments should be emailed to the Course of Study Office by May 1, 2014.

Course Description
A panoramic view of the literary content and theological perspectives of the New Testament in light of its social and historical environment within the ancient Mediterranean world. The course focuses on the distinctive portrayals of Jesus and the situations of the early Christian communities reflected in individual NT writings. The course also surveys the different literary genres and characteristics of respective texts. Furthermore, the course strives to appreciate the diverse voices and issues reflected in the canon. A driving question of the course is, “In what ways do the 27 writings of the NT function as literary expressions of early Christianity’s faith and history?

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 (5% of total grade)
- Timely and satisfactory completion of Precourse work (25% of total grade)
- Successful completion (passing) two multiple-choice tests (40% of total grade, each worth 20%)
- 4-5 Page Essay due the second week of class. Topic will be distributed in class. (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 pass the course.

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<tr>
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<td>94-100</td>
<td>B</td>
<td>84-86</td>
<td>C</td>
<td>74-76</td>
<td>D</td>
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<td>A-</td>
<td>91-93</td>
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<td>F</td>
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<tr>
<td>B+</td>
<td>87-90</td>
<td>C+</td>
<td>77-80</td>
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Preparation for the First Week of Class

In preparation for the first week of class, read the following New Testament books from The New Interpreters Bible:

- Matthew
- 1 John
- Mark
- John
- 1 & 2 Thessalonians

In preparation for the first week of class, read and/or review the following sections from Holladay’s book, A Critical Introduction to the New Testament.
- Introduction (pp. 1-5) & Chapters 1-11 (pp. 9-288)

Precourse Work Assignments

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 and one document. 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. You should read both the textbook and NT bible together. Do not exceed the page limited designed for each essay. Thus, your precourse work should be 16 pages!

**FORMATTING REQUIREMENT FOR COS 311:** Your answers to each question should be typed, double-spaced, Times Roman font, 12 point, 1 inch margin, and in Word Doc format. Please include in the header your email address, name, and page numbers.

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 and demonstrate you understand what is being said.

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: [3 pages total]

a. [Chapter 1] According to Holladay, what is “the central task of theology” (Holladay 12)? 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? [1.5 page]

b. [Chapter 11, 12, 17] According to Holladay the NT letters reflect “situational theology?” Define and explain what Holladay means in your own words. Use supporting evidence from 1 Thessalonians or Philemon to demonstrate your understanding. [1.5 page]

Question 2: [6 pages total]

Imagine that you are using our textbook to teach a bible-study class about “The Development of Theological Perspectives in the New Testament.” You will ask the class to read the respective chapters in the textbook for the particular NT book you are covering. However, you must decide which NT book the class will study first. Will the class study the first book in the canon, the first gospel likely written, or the first book likely written in the NT? Answer the following questions about this decision:

a. [Chapters 3-4, 6] How would you make a case (i.e., construct an argument) to support Holladay’s decision to begin his study of each NT text with the Gospel of Mark as a “first” theological voice? In the course of your argument cite at least 2 pieces of evidence from the textbook as well as scripture references from Mark. 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). [2 pages]

b. [Chapters 3-4, 7] How would you support a decision to begin with the Gospel of Matthew as a “first” theological voice? Again, In the course of your argument cite at least 2 pieces of evidence from the textbook as well as scripture references from Matthew. You may also wish to reread on section from your textbook in particular, “The First Gospel” (pp. 129-130). [2 pages]

c. [Chapters 11-12] How would you support a decision or construct an argument for beginning a bible study with 1 Thessalonians as a “first” theological voice? In the course of your argument cite at least 2 pieces of evidence from the textbook as well as scripture references from 1 Thessalonians. You may also choose to read one section from the Expanded CD-ROM version: “Developing a Chronology of Paul’s Life and Letters” (pp. 378-82). [2 pages]

Question 3: [4 pages total]

Taken together, the Gospel of Luke and the Acts of the Apostles comprise approximately 25 percent of the entire NT canon! It is often referred to as Luke-Acts given the broad scholarly consensus that both texts comprise “a single, continuous two-volume work” (Holladay 225). Thus, understanding the particular details of these two texts are important to NT study. Answer the following questions:


b. [Chapter 10] Discuss three ways in which the Lucan Paul encountered in Acts differs from the Paul encountered in the letters. You may also choose to read one section from the Expanded CD-ROM version: “Other Differences between the Paul of Acts and the Paul of the Letters” (pp. 352-53). [2 pages]

Question 4: [3 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. [Chapters 2 and 28] Explain how Holladay arrived at this conclusion. Cite at least 2 pieces of supporting evidence that contributed to this claim. [1 page]

b. [Chapters 2 and 28] 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? [1 page]

c. [Chapters 2 and 28] How has reading this information on canon development changed your initial understanding of the NT and its origin? [1 page]

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](http://www.candler.emory.edu/programs/cos/policiesandprocedures.cfm#grading)

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<th>Grade</th>
<th>A</th>
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<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>
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<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>
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<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>
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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 michelle.levan@emory.edu, do not email instructors precourse assignments.
2. Email must be received no later than 11:59pm on the deadline of May 1st.
   1. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   2. Any precourse work received after May 1st at 11:59pm will be subject to a late penalty.
      - Precourse work received between May 2 – June 1 is 1 letter grade deduction.
      - Precourse work received between June 2 – June 20 is 2 letter grade deductions.
      - You will be drop from any course for which precourse work has not been received after June 20th. 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 113
   1. 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.
   1. Any version of Microsoft Word will be accepted; PDF and Mac-Pages documents will not be accepted.
   2. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments.
5. Your FULL name, phone number and email, should all be clearly included at the beginning 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!