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

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.

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 Textbooks

ONLY one [1] of the two commentaries below need to be purchased for class.
(The listing above is the REQUIRED concordance. However, this concordance is typically only available online through independent booksellers on Amazon.com, Barnesandnoble.com, Alibris.com, Ecampus.com. This is TRULY worth the purchase. However, if you are unable to purchase this an extremely truncated alternative is: John Kohlenberger. The Concise Concordance to the New Revised Standard Version. Oxford University Press, 1993. ISBN: 978-0-19528-410-2. However, I stress that the REQUIRED Concordance we will be working from in the course is the Whitaker-Kohlenberger listed above!!!)

Recommended Books
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 (10% of total grade)
• Timely and satisfactory completion of Precourse work (25% of total grade)
• 10-min Presentations (format will be distributed in class) (10% of total grade)
  o Presentation Days: TBA
• One Test (25% of total grade)
• 5-Page Final Paper (30% of total grade) (information to be distributed in class)

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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<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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<td>B+</td>
<td>87-90</td>
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<td>B</td>
<td>81-83</td>
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<td>C+</td>
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<td>C</td>
<td>74-76</td>
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<td>C-</td>
<td>71-73</td>
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<td>D</td>
<td>67-70</td>
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<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 before the stated deadline. Answers should be altogether in one emailed. The title line should read “COS 511 Precourse Work” and your email will serve as your COS Cover Sheet.
The 511 precourse work assignments are designed to help you reflect on the historical, literary, and theological dimensions of the New Testament. Your entire precourse work should be 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 Gorman 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 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 textbooks, 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: “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) [3 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 paragraph in which you describe it and give two 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*) [4 pages]:**

a. Define and explain the term “literary form.” Now, name and define four different types of literary forms present in the New Testament. For each type, give a specific example from the New Testament. Make sure to explain why your scripture reference is an example of the specified literary type you are explaining.

b. Describe the aim of the Bailey/Broek handbook. What sort of information does it provide and how would you use it as a reference tool in your own study of the New Testament?

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

**Question 3 (Read Gorman’s *Elements of Biblical Exegesis*) [5 pages]:**

Read through Gorman’s entire book. Then answer the following questions.

a. What is “exegesis?” What is the focus of the exegetical method presented in Gorman’s book? In other words, what type of information is the book’s exegetical process trying to glean from the New Testament books?

b. Using Gorman’s 7 elements outline your own exegetical process. Be sure to: (1) name each step, (2) list the questions driving each step, (3) list the reference tools you will use, and (4) explain the aim of that particular step. Your outline should be approximately four pages. DO NOT JUST COPY GORMAN’S TABLE OF CONTENTS! Create your own outline for doing NT exegesis that demonstrates you are informed by Gorman’s suggestions. This assignment can be in the form of an outline, table, diagram, etc. Just make sure you comment on each section in complete sentences. Incomplete sentences or short, disconnected bullets is unacceptable. You need to demonstrate thoughtfulness, comprehension of the text, and honest reflection on your process of studying the New Testament.
## Course of Study Grading Policy

Please consult the website for more information.  
[http://www.candler.emory.edu/ACADEMIC/COS/policiesandprocedures.cfm - guidelines](http://www.candler.emory.edu/ACADEMIC/COS/policiesandprocedures.cfm - guidelines)

<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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<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>
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<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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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.
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. See Example

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!