

COURSE OF STUDY SCHOOL OF OHIO AT MTSO

Fall 2025

September-October 2025

COS 321 Bible III: Gospels

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Course Website: <https://cosohio.populiweb.com/router/courseofferings/10734967/>

Zoom Access: approximately a week before the first Zoom meeting the Coordinator of the Course of Study School of Ohio will send each student the Zoom meeting link and directions.

Course Description:

"This course focuses on the content and message of the Gospels, as well as the theological perspectives of the Gospel writers. The practice of exegesis will be emphasized."

Goals

By the end of the course students will be able to

- 1) Understand the origin, message, and purpose of each Gospel.
- 2) Faithfully exegete this form of literature.
- 3) Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day.

Objectives

To reach our goals we will engage in the following activities:

- 1) *Readings from assigned primary and secondary material*
 - a) Primary Literature (i.e., the text being studied):
 - An English translation of the Bible. The recommended translations are the NRSV, the NRSV-UE, and the NIV. The ESV may also be used. Paraphrases (for example, *The Message*) are not appropriate for exegetical study.

NOTE: Students should bring their Bible to each class session.

- b) Secondary Literature (i.e., interpretive literature):
 - Required**
 1. Levine, Amy-Jill. *Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi*. Paperback ed. New York: HarperOne, 2015. [several readings]
 2. Powell, Mark Allan. *Introducing the New Testament*. 2nd ed. Grand Rapids: Baker Academic, 2018. [course textbook]

A schedule of readings is attached.

Several additional readings will be posted on the course website or available online.

Recommended Supplementary Texts (not required for any assignments)

1. Culpepper, R. Alan. *Anatomy of the Fourth Gospel: A Study in Literary Design*. Philadelphia: Fortress Press, 1987.
2. Murphy, Frederick J. *An Introduction to Jesus and the Gospels*. Nashville: Abingdon Press, 2005.
3. Ringe, Sharon H. *Luke*. Westminster Bible Companion. Louisville: Westminster John Knox, 1995.
4. Smith, D. Moody. *John*. Abingdon New Testament Commentaries. Nashville: Abingdon Press, 1999.

2) *Videos posted in Populi*

Listen to and engage video presentations by Professor Taylor. They are posted on the course website and are to be viewed asynchronously, that is, on your own outside class.

3) *Lectures and class discussions*

- a) Attend all class sessions.
- b) Participate fully in class sessions: that means arriving on time and staying through the entire class session, completing all required readings and videos prior to the appropriate class meeting and being able to discuss them, and contributing to class conversations. Discussion questions accompany the assignments.
- c) Handouts are available on the course website in the section entitled “Lessons.” It is the student’s responsibility to have available the appropriate handouts for each course section—the student may print the handouts or access them during class electronically. Printed copies of handouts will not be distributed by the professor.

4) *Written assignments*

- a) Written assignment #1: Autobiography. Please write a one-page autobiography and submit it to Professor Taylor via the Populi Assignments page. Assignment #1 is due at **3:30 p.m. on Monday, September 8, 2025**.
The autobiographies will be shared with all students. Any private concerns or complications should be sent directly to Professor Taylor at wtaylor4@capital.edu
- b) Written assignment #2: Synoptic Gospels comparison. See pp. 5-6 below for detailed instructions. The assignment is to be 4-5 pages in length. Assignment #2 is due at **3:30 p.m. on Friday, September 12, 2025 at the beginning of the first class session**. Please bring a written copy to give to Professor Taylor.
- c) Written assignment #3: Exegetical paper and sermon on the Gospel of John. See pp. 8-9 below for detailed instructions. The assignment is to be 12 pages in length. Assignment #3 is due at **8:00 p.m. on Wednesday, October 22, 2025**. Please submit it to Professor Taylor via the Populi Assignments page.

5) *All written work*

is to be typed, double-spaced, and submitted in twelve-point Times New Roman font in Word, with the following exceptions:

- the parallel texts for the Synoptic Gospels comparison may be single-spaced, and font size may be adjusted so that the information can be presented in columns;
- outlines / structural analyses, sermon outlines (but **not** sermon manuscripts or leading thoughts), endnotes or footnotes, and bibliographies for the exegetical paper and sermon on the Gospel of John may be single-spaced.

GRADING

Grading will be based on the following factors:

- Written Assignment #2 20%
- Written Assignment #3 40%
- Class Participation (includes class attendance, participation in class discussions, and knowledge of the required reading) 40%

NOTE: All course responsibilities must be at a C or higher level before a grade of A, B, or C can be assigned for the course.

A+	97-100%	B+	87-89.9%	C+	77-79.9%	D+	67-69.9%
A	93-96.9%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
						F	0-59.9%

ADDITIONAL NOTES:

- Students who receive a D or F on their written work may rewrite the D or F paper/s one time. The grade on the rewritten material will constitute the final grade on that part of the course.
- It is expected and understood that all assignments will be completed by the date indicated.

COSSO Academic Honor Policy

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting as one's own work the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following sanctions: (1) warning; (2) failing grade for the assignment and/or course; (3) probation; (4) suspension; (5) dismissal from the Course of Study School of Ohio. In severe or repeat cases (regardless of the sanctions) a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.

COSSO Attendance Policy

National policy from the General Board of Higher Education and Ministry (GBHEM) states that a student is expected to attend every class session. Unexcused absences may be cause for loss of credit or dismissal from the school. A student missing 20% or more of the class sessions shall not receive credit for the class. In the event of extenuating circumstances which require the student to miss up to 20% of the synchronous course time (whether in-person or on Zoom), the student should contact both the instructor and the Director prior to the start of the class to get approval and discuss make-up work. (Extenuating circumstances include emergency situations, illness, and dire circumstances, for example. Students are to provide back-up coverage at the local church while attending COS classes.)

Students attending online are required to show their faces the entire class time in order to be considered present, unless internet bandwidth issues or emergency circumstances (e.g., a power outage) necessitate turning off one's camera or calling in to class by phone. You are expected to attend class as you would in a face-to-face classroom (e.g, not driving). During asynchronous class time, faculty may monitor time used in posting and responding to colleagues to track your participation.

• CANCELLATION AND WITHDRAWAL

Student must notify the COSSO office if they will be unable to attend class for which they are registered. Although there is no penalty when withdrawing more than two weeks in advance of the beginning of a term, registration fees are nontransferable and nonrefundable and unpaid registration fees are still due if withdrawing past the registration deadline. A \$50.00 late withdrawal fee is charged for all withdrawals within two weeks of the start of a class. All tuition and housing payments are applied to a future term.

Students withdrawing after the start of a term will be assigned a grade of AW (Administrative Withdrawal) and will be responsible for the full \$300.00 tuition amount. Any annual conference scholarship applied to the student billing record becomes the student's responsibility and is due by the end of the term. Housing payment is non-refundable.

• NO SHOWS

Except in cases of immediate and dire emergencies, if a student misses any class without notifying the COSSO office, tuition and housing fees are due immediately, a \$50.00 no show fee is charged, and the student will receive an "F" in the class.

Written Assignment #2: Synoptic Gospels Comparison

The Cleansing of the Leper

Due at 3:30 p.m. on Friday, September 12, 2025

Length: 4-5 pages

Matthew 8:1-4 // Mark 1:40-45 // Luke 5:12-16 > The passages to be compared

1. Copy or type the texts side-by-side in three columns, typing in the same line material that is parallel. If there is no parallel material, leave the line empty. If you use Word, use the Landscape orientation to give you more width.

Example:

Matt 9:1-8

1) And getting into a boat he crossed over and came to his own city.

Mark 2:1-12

And when he returned to

Capernaum
after some days, it was reported
that he was at home.

2) And many were gathered
together,
so that there was no longer room
for them, not even about the door;

Luke 5:17-26

17) On one of those days, as
he was teaching,
there were Pharisees and teachers
of the law sitting by,

who had come from every village of
Galilee and Judea and from Jerusalem;
and the power of the Lord was with
him to heal.

2) And behold, they brought
to him a paralytic
lying on his bed;
...

3) And they came, bringing
to him a paralytic
carried by four men. ...

18) And behold, men were
bringing on a bed a man who was
paralyzed,
and they sought to bring him in and
lay him before Jesus. ...

You may also, of course, use a Gospel Synopsis, such as one of the following:

Aland, Kurt, ed. *Synopsis of the Four Gospels: English Edition*. New York: American Bible Society, 2010. [The English text is the RSV.]

Aland, Kurt, ed. *Synopsis of the Four Gospels: Greek - English Edition of the Synopsis Quattuor Evangeliorum* (English and Greek Edition). 12th ed. Stuttgart: United Bible Societies, 2001. [The English text is the RSV.]

Throckmorton, Burton. *Gospel Parallels: A Comparison of the Synoptic Gospels*. Nashville: Thomas Nelson, 1993. [The English text is the NRSV.]

A helpful online option is

Marshall, John W., ed. *The Five Gospels Parallels*. It is available at
opening page

<http://sites.utoronto.ca/religion/synopsis/>

three synoptic gospels only

<http://sites.utoronto.ca/religion/synopsis/meta-syn.htm>

four New Testament canonical gospels only

<http://sites.utoronto.ca/religion/synopsis/meta-4g.htm>

four New Testament canonical gospels plus Gospel of Thomas
<http://sites.utoronto.ca/religion/synopsis/meta-5g.htm>

[The English text is the RSV.] [There are also additional configurations you may find helpful on other projects: Q, Sayings Sources, Paul.]

2. Read the three passages carefully and compare them with one another. Use a system to highlight:
 - a. Elements and details shared by all three.
 - b. Elements shared by two of the accounts.
 - c. Elements unique to individual gospels.

[A more detailed system (“Highlighting”) can be found on page 6. You do not need to go into this detail! But it might guide you in developing your own system. You may use the more detailed system, if you wish.]

Please read #3 below before you begin highlighting.

3. After studying the passage, you should have a text in which all the words are highlighted.
4. Look at your highlighting and answer the following questions:
 - a. How are the three texts alike, and how do they differ?
 - b. Do the accounts seem to be related to each other, or do they seem to be independent of each other?
 - c. Where does this story appear in each author’s account of the life of Jesus?
5. Give two insights from this exercise that you could use in a lesson or sermon.
6. List any questions this exercise has prompted.
7. Be prepared to give your completed written paper to Professor Taylor on the due date.

Summary of what needs to be submitted:

- a marked-up sheet (or sheets) of parallel texts
- responses to the three questions (4.a-c above)
- your two insights (5 above)
- any questions you have

HIGHLIGHTING

Highlighting is a form of color-coding parallel passages in order to be able to analyze the similarities and differences between the passages. Highlighting is particularly useful in the study of the gospels, and most especially in the comparison of the Synoptic gospels with each other. By means of highlighting, one is able to isolate what is common among two or three parallel passages, as well as what is unique to one gospel writer.

Matthew	=	pink highlighter
Mark	=	yellow highlighter
Luke	=	blue highlighter
John	=	brown underline*

Matthew, Mark, Luke	=	green highlighter
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Matthew and Mark	=	blue underline
Luke and Mark	=	red underline
Matthew and Luke	=	fluorescent green highlighter

*In the Gospel of John there is no parallel to the assigned passage.

Written Assignment #3: Exegetical Paper and Sermon on the Gospel of John

Due at 8:00 p.m. on Wednesday, October 22, 2025

Length: 12 pages

The student is to choose one of the passages or sets of passages from the list below. Each passage contains one or more “I Am” sayings with a predicate nominative.

John 6:35-40, 47-51 (bread of life, living bread)

John 8:12, 9:1-12 (light of the world)

John 10:1-10 (gate)

John 10:11-21 (shepherd)

John 14:1-11 (way, truth, life)

John 15:1-11 (vine)

[Note> John 11:17-27 (resurrection and life) is *not* an option]

1. The paper is to be divided into two six-page sections:
 - a. Exegesis of the passage
 - b. Sermon on the passage (in outline, full manuscript, or leading thought format)
 - c. Bibliography of sources consulted (does not count toward the twelve-page limit)
2. Specific suggestions for the exegesis
 - (5 points) a. Historical introduction ½ page
Summary of your view of authorship, date, and purpose of the Gospel of John
 - (5 points) b. Context ½ page
 - 1) Broad context
How did the author reach this point in the gospel? Place of the passage in the book as a whole.
 - 2) Narrow context
What immediately precedes and what immediately follows your text?
How is that important for understanding your passage?
 - (5 points) c. Structure / outline of the passage ½ page
 - (35 points) d. Commentary 4 pages
 - 1) Pay special attention to the major image of the text (bread of life, e.g.). Word studies are helpful ways to explore terms. For resources, see “Word Study Resources,” a handout posted in Lesson Ten of the course website.
 - 2) Search out possible cross references that illuminate meaning, background, or other dimensions of the text. Select the most helpful. Do not quote passages unless the exact wording is crucial.
 - 3) Be attentive to the non-canonical context by studying any specific mention of customs, events, movements, persons, or concepts of antiquity.
 - 4) Comment on other matters as space permits.
 - 5) Please use at least three reliable twentieth or twenty-first century commentaries that deal only with the Gospel of John, as well as the course textbook by Mark Allan Powell. Recommended commentaries:

- a) Kysar, *John*; relevant pages are posted in Lesson Ten on the course website.
- b) Thompson, *John*; relevant pages are posted in Lesson Ten on the course website.
- c) Other commentaries listed in “Brief Bibliography: The Gospel of John,” a handout posted in Lesson Eleven on the course website.
- d) You may also want to consult the resource, “Bible Commentaries Online.” Information about it is posted in Lesson Ten on the course website.

- (5 points) e. Summary: what, according to this text, is God (or Jesus) doing? ½ page
- (40 points) f. Sermon 6 pages
- 1) May be presented in a format of your choosing (outline, full manuscript, leading thought)
 - 2) However, the sermon material needs to be developed enough that the reader is able to get a clear sense of the main thoughts and development of the sermon
 - a) Thus, language such as “story about making bread” is not sufficient. Enough of the story or example needs to be stated so that the reader knows the content and the move being made.
 - b) The sermon also needs to be much more than an outline of the passage, even if the sermon is expository preaching.
- (5 points) g. English Writing Style
- h. Bibliography and Notes
- 1) You are free to choose whatever standard method of citation you prefer, but please be consistent. A standard resource is Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Chicago: University of Chicago Press, 2018. For an online guide to Turabian, see <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>
 - 2) The bibliography is to list sources you have used for the paper. It is not meant to be a place to list every book on the Gospel of John!
- i. Please submit the paper to Professor Taylor via the Populi Assignments page.

Note: All published material posted on the website is posted under the fair use standard of U.S. copyright law.

COS 321 BIBLE III: GOSPELS

TOPICS, ASSIGNMENTS, DISCUSSION QUESTIONS, AND DUE DATES

Please note two early assignments **Assignment #1, due September 8, 2025; and**
Assignment #2, due September 12, 2025

On handouts: Handouts are available on the course website in the section entitled “Lessons.” The lesson/s needed for each class period are listed in the right-hand column of the assignment sheets. It is the student’s responsibility to have available the appropriate handouts for each course section—the student may print the handouts or access them during class electronically. Printed copies of handouts will not be distributed by the professor.

Date	Topics	Assignments	Due Dates; Location of Handouts and Videos
			Monday, September 8, 2025, 3:30 p.m. > Assignment #1: <ul style="list-style-type: none"> Autobiography. Submit to Professor Taylor via the Populi Assignments page.
<u>Friday, September 12, 2025</u> 3:30-6:00 p.m., on campus	<ul style="list-style-type: none"> Introduction to the course Discuss Assignment #2: Synoptic Gospels Comparison What is a gospel? Gospel of Mark 	<u>On course website:</u> Syllabus Assignment Sheets (= “Topics, Reading Assignments, Discussion Questions, and Due Dates”) Professor Taylor Autobiography <u>Powell:</u> <ul style="list-style-type: none"> 5. The Gospels, pp. 95-117 <i>For discussion:</i> -Why four different gospels in the same New Testament? What are the advantages and disadvantages of having four? ↓	Friday, September 12, 3:30 p.m. > Assignment #2 (see Syllabus). Please bring a written copy to give to Professor Taylor. See Lessons One and Two for Handouts

		<p>-What is the Diatessaron, and why did Tatian construct it (p. 116)? Why might this kind of a gospel have been so popular in the early Eastern churches? Where do we see this tendency to unite all four Gospel perspectives in the Christian Church today?</p> <p>-Your own questions.</p> <p>Gospel of Mark</p> <p><u>Powell:</u></p> <ul style="list-style-type: none"> 3. The New Testament Writings, pp. 59-75 <p><i>For discussion:</i></p> <p>-Review methods for studying the New Testament (text pp. 66-72).</p> <p>-Your own questions.</p>	
<p><u>Friday,</u> <u>September 12,</u> <u>2025</u> 6:00-7:00 p.m., Dining Hall on campus</p>	Dinner		
<p><u>Friday,</u> <u>September 12,</u> <u>2025</u> 7:00-9:00 p.m., on campus</p>	<ul style="list-style-type: none"> Gospel of Mark, cont'd. Gospel of Matthew 	<p><u>Powell:</u></p> <ul style="list-style-type: none"> 7. Mark, pp. 141-59 <p><i>For discussion:</i></p> <p>-What to you is Mark's special witness?</p> <p>-What are the similarities and differences between the teaching of Jesus and the teaching of the Pharisees, including purity?</p> <p>-Your own questions.</p> <p>Gospel of Matthew</p> <p style="text-align: right;">↓</p>	<p>See Lessons Two and Three for Handouts (and Link in Lesson Three)</p>

		<p><u>Powell</u></p> <ul style="list-style-type: none"> 6. Matthew, pp. 119-39 <p><i>For discussion:</i></p> <ul style="list-style-type: none"> -What to you is Matthew's special witness? -Your own questions. <p><u>Carter</u>, "Antioch and the Gospel of Matthew," available at https://www.bibleodyssey.org/places/related-articles/Antioch-and-the-gospel-of-matthew/</p>	
<p><u>Saturday, September 13, 2025</u> <u>7:00-7:45 a.m.</u> Dining Hall on campus</p>	Breakfast		
<p><u>Saturday, September 13, 2025</u> 8:00-11:00 a.m., on campus</p>	<ul style="list-style-type: none"> Gospel of Matthew, cont'd. Gospel of Luke 	<p><u>Levine:</u></p> <p><i>For discussion (all Levine chapters):</i></p> <ul style="list-style-type: none"> -What challenged you in this chapter? -With what did you disagree? -Your own questions. <p>Do not worry about all the details. Please read the chapters for their overall point/s.</p> <ul style="list-style-type: none"> Introduction: How We Domesticate Jesus's Provocative Stories, pp. 1-26 1. Lost Sheep, Lost Coin, Lost Son, pp. 27-76 3. The Kingdom of Heaven Is Like Yeast, pp. 117-37 7. The Laborers in the Vineyard, pp. 213-37 9. The Rich Man and Lazarus, pp. 239-67 [NOTE: Gospel Lesson for September 28, 2025, in the Revised Common Lectionary] <p style="text-align: right;">↓</p>	See Lessons Three and Four for Handouts

		<i>A WORD TO THE WISE: THE LEVINE READING IS BY FAR THE LONGEST ONE-SESSION READING ASSIGNMENT IN THE ENTIRE COURSE (ALTHOUGH IT IS NOT DIFFICULT READING)</i>	
<u>Saturday, September 13, 2025</u> <u>11:05-12:00</u> noon, Centrum and Zoom, on campus	Worship		
<u>Saturday, September 13, 2025</u> <u>12:00-1:00 p.m.</u> Dining Hall on campus	Lunch		
<u>Saturday, September 13, 2025</u> 1:00-3:15 p.m., on campus	<ul style="list-style-type: none"> • Gospel of Luke, cont'd. • Discussion of Levine 	<u>Powell:</u> <ul style="list-style-type: none"> • 8. Luke, pp. 161-81 <i>For discussion:</i> <ul style="list-style-type: none"> -How is Luke's view of poverty and riches similar or different from your view of class and money? In our world, who for Luke would be the poor, marginalized or disadvantaged? -What to you is Luke's special witness? -Your own questions. 	See Lesson Four for Handouts

Before Friday, October 10, 2025, 7:00 p.m.	Asynchronous Reading: Suggestion for Reading Schedule	To avoid viewing the presentations one-after-the-other, this schedule might be helpful: Week of September 15, 2025 > “The Synoptic Problem” and “The Worlds of Jesus” Week of September 22, 2025 > “The Parables” Week of September 29, 2025 > “The Historical Jesus” and “Professor Taylor’s ‘Take’ on the Historical Jesus” Week of October 6, 2025 > “Assignment #3: Details”	
Before Friday, October 10, 2025, 7:00 p.m.	Asynchronous Material (#1 of 6 asynchronous sessions) “The Synoptic Problem”	View “The Synoptic Problem” presentation by Professor Taylor; posted in Lesson 5 on course website (approximately 40 minutes) <i>For discussion:</i> -How might this information be helpful in your ministry?	See Lesson Five for Handouts and Video
Before Friday, October 10, 2025, 7:00 p.m.	Asynchronous Material (#2 of 6 asynchronous sessions) “The Worlds of Jesus”	View “The Worlds of Jesus” presentation by Professor Taylor; posted in Lesson 6 on course website (approximately 70 minutes) -What questions do you have about this material? <u>Powell:</u> <ul style="list-style-type: none"> • Preface, pp. 11-15 • 1. New Testament Background, The Roman World, pp. 17-37 <u>Carter</u> , “Rome in the New Testament,” available at https://www.bibleodyssey.org/places/related-articles/rome-in-the-new-testament/ <i>For Powell and Carter discussion:</i> -How does learning about the first century political situation in Palestine help us understand the New Testament? -Your own questions. <div style="text-align: right;">↓</div>	See Lesson Six for Handouts, Video, and Link

		<p><u>Powell:</u></p> <ul style="list-style-type: none"> 2. New Testament Background, The Jewish World, pp. 39-57 <p><i>For discussion:</i></p> <ul style="list-style-type: none"> -What did Judeans living in Palestine have in common? What divided them from each other? -Your own questions. 	
Before Friday, October 10, 2025, 7:00 p.m.	Asynchronous Material (#3 of 6 asynchronous sessions) "Parables"	View "Parables" presentation by Professor Taylor; posted in Lesson 7 on course website (approximately 70 minutes)	See Lesson Seven for Handouts and Video
Before Friday, October 10, 2025, 7:00 p.m.	Asynchronous Material (#4 and #5 of 6 asynchronous sessions) "The Historical Jesus" "Professor Taylor's 'Take' on The Historical Jesus"	<p>View "Historical Jesus" presentation by Professor Taylor; posted in Lesson 8 on course website (approximately 120 minutes)</p> <p>View "Professor Taylor's 'Take' on The Historical Jesus," posted in Lesson 9 on course website (approximately 30 minutes)</p> <p><i>For discussion:</i></p> <ul style="list-style-type: none"> -What questions do you have about the "quest"? -What in the "quest" is helpful to you? <p><u>Powell:</u></p> <ul style="list-style-type: none"> 4. Jesus, pp. 77-93 <p><i>For discussion:</i></p> <ul style="list-style-type: none"> -Who are the earthly Jesus, the exalted Jesus, and the historical Jesus? -What can be known about Jesus by using the discipline of historical New Testament study? -What is your evaluation of the "quest"? <p><i>Optional reading:</i> These brief chapters deal with the theological meaning of Jesus. They are posted in Lesson 9 on</p>	See Lessons Eight and Nine for Handouts and Videos

		the course website and are from Daniel Patte, general ed., <i>Global Bible Commentary</i> (Nashville: Abingdon Press, 2004): Anne Nasimiyu Wasike, “Jesus: An African Perspective” Carlos Abesamis, “Jesus: An Asian Perspective” Pablo Richard, “Jesus: A Latin American Perspective” What new insights did you gain from these chapters? What challenged you?	
Before Friday, October 10, 2025, 7:00 p.m.	Asynchronous Material (#6 of 6 asynchronous sessions) “Assignment #3: Details”	View “Assignment #3: Details” presentation by Professor Taylor; posted in Lesson 10 on course website (approximately 30 minutes)	See Lesson Ten for Handouts and Video, including Resources for Final Paper
<u>Friday, October 10, 2025</u> 7:00-9:00 p.m., on Zoom	<ul style="list-style-type: none"> • Discussion: Assignment #3, Historical Jesus, Parables, Synoptic Problem • Gospel of John 	<u>Powell</u> : <ul style="list-style-type: none"> • 9. John, pp. 183-203 <ul style="list-style-type: none"> -What is salvation, according to this gospel? -What to you is John’s special witness? -Your own questions.	See Lesson Eleven for Handouts
<u>Saturday, October 11, 2025</u> 9:00-11:00 a.m., on Zoom	<ul style="list-style-type: none"> • Gospel of John, cont’d. 	<u>Keener</u> , “Eternal Life in John,” available at https://www.bibleodyssey.org/passages/related-articles/eternal-life-in-john/	See Lesson Eleven for Link
			Wednesday, October 22, 2025, 8:00 p.m. Assignment #3 (see Syllabus). Submit the paper to Professor Taylor via the Populi Assignments page.