

COURSE OF STUDY SCHOOL OF OHIO at MTSO

2019 Summer

August 5-9 and 12-15, 2019 (@ 8:30–10:45 am)

COS 121 – Bible I: Introduction

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Course Description

Welcome to the Bible I class!

This course introduces biblical interpretation. Attention is given to the inspiration, formation, and function of the canon and to the development of a methodology of interpretation consistent with the nature of scripture. The importance of the Bible as a witness to the life and faith of ancient Israel and earliest Christianity will be emphasized.

Students will be able to:

1. Articulate the place of scripture in the life of the congregation and the role of the pastor in interpretation.
2. Understand the inspiration and formation of the canon and its authority within the community of faith.
3. Understand and apply historical, literary, and theological approaches to various types of literature in scripture using Genesis, Hosea and Amos, Mark, and Philippians.
4. Develop a method of exegesis consistent with the nature and authority of the Bible.

Textbooks

Texts (required):

- Gordon D. Fee & Douglas Stuart, *How to Read the Bible for All Its Worth* (4th ed.; Grand Rapids: Zondervan, 2014)
- John Hayes & Carl Holladay, *Biblical Exegesis: A Beginner's Handbook* (3rd ed.; Louisville: Westminster John Knox, 2007)
- Frederick C. Tiffany & Sharon H. Ringe, *Biblical Interpretation: A Road Map* (Nashville: Abingdon, 1996)

Reference (required):

- The Interpreter's One-Volume Commentary
- Harper Collins Bible Dictionary
- NRSV – New Interpreter's Study Bible

Requirements

- Read-a-thon: This pre-class assignment is due the first day of the course (Aug 5). Read the assigned portions of the Bible; Select one of these two options: option A (**Genesis 11-25**) or option B (**Genesis 25-37 & 46-50**). Read carefully, critically, and creatively. Read as if you have never read those chapters/books before, i.e., do not take anything for granted, rather be a detective and a treasure-hunter from both inside and outside. You are expected to turn in the report paper of your *observations/questions* (to be typed, singled-spaced, please). For the amount, an average of 2 observations (or) questions per chapter should be noted. Please see the attached guideline handout.
- Daily Readings: Faithful reading of the key textbooks is essential for the effective learning in this course. In other words, we want to walk through with these textbooks as our learning companions. Thus, everyone is expected to read, digest, and expound the textbooks with fresh insights. At the start of each day in this intensive summer course, pick 1 key issue per book you observe to be significant and write them down and hand them out (*only 1 sentence* per issue/book, hand-written). We will then pick select questions for our collective in-class discussion.
- Sermon: On one week after the last day of the course (due Aug 22), please email your sermon on a selected biblical passage (TBA from the **Gospel of Mark**). The sermon should be 3 pages of the total paper, plus you should spend the other 2 pages reflecting on the exegetical process (i.e., what challenges and/or insights did you find while writing this)? More information on this assignment will be shared in class (total of 5 pages, typed, double-spaced, please).
- Group Cinematographic Project: Toward the end of this course (on Aug 15), each group of 4-5 members is expected to do a 7-minute presentation on a selected passage from the **Gospel of Mark** (e.g., 4:35-41; 5:21-43; 6:1-6; 8:27-33; 11:1-10; 11:15-19; 11:27-12:44; 14:3-9; 14:12-31; 14:43-52; 14:53-15:15; 16:9-20). Each group must create a cinematographic plan for filming the scenes by composing a comprehensive inventory and/or pictures of what would be needed to stage them. The inventory should include the descriptions of the setting, geography, cityscape, key characters, props, # of extras/crowds, etc. Sketch the storyboards (kind of like comic strips) or written descriptions on the white clipboard or similar materials. Suggestion: four or five sections/scenes, plus optional one more clip (dealing with any correlation between your Markan passage and Paul's letter to the Philippians). Original work is most significant (rather than consulting other resources); has to be informed, innovative, and insightful.

Grading

Read-a-thon	20%
Daily Readings	40%

Sermon	20%
Group Cinematographic Project	20%

Class Schedule

Date	Subjects	Readings	Projects
Aug 5	<p>Genesis</p> <ul style="list-style-type: none"> ■ Texts 	<ul style="list-style-type: none"> ▶ Fee/Stuart, ch. 1 (pp. 21-35) ▶ Hayes/Holladay, chs. 1-2 (pp. 1-47) ▶ Focus Texts: Genesis 1-2 Genesis 6-9 	<p>📌 READ-A-THON REPORT DUE</p>
Aug 6	<p>Genesis</p> <ul style="list-style-type: none"> ■ Composition 	<ul style="list-style-type: none"> ▶ Fee/Stuart, ch. 2 ▶ Hayes/Holladay, ch. 3 ▶ Focus Texts: Genesis 11-12, 20 Genesis 16, 21-22 	
Aug 7	<p>Genesis</p> <ul style="list-style-type: none"> ■ Narratives 	<ul style="list-style-type: none"> ▶ Fee/Stuart, ch. 5 ▶ Hayes/Holladay, ch. 5 ▶ Focus Texts: Genesis 28-31 Genesis 37-39 	
Aug 8	<p>Hosea</p> <ul style="list-style-type: none"> ■ Metaphors ■ Tradition History 	<ul style="list-style-type: none"> ▶ Fee/Stuart, chs. 9-10 ▶ Hayes/Holladay, ch. 7 ▶ Focus Texts: Hosea 1-3 Hosea 11 	
Aug 9	<p>Amos</p> <ul style="list-style-type: none"> ■ Archaeology 	<ul style="list-style-type: none"> ▶ Fee/Stuart, chs. 11-12 ▶ Hayes/Holladay, ch. 6 ▶ Focus Texts: 	

	<ul style="list-style-type: none"> ■ Sociology 	<p>Amos 1-2 Amos 5-6</p>	
Aug 12	<p>Mark</p> <ul style="list-style-type: none"> ■ Redaction 	<ul style="list-style-type: none"> ▶ Fee/Stuart, ch. 7 ▶ Hayes/Holladay, ch. 8 ▶ Focus Texts: Mark 1-4 Mark 14-16 	
Aug 13	<p>Mark</p> <ul style="list-style-type: none"> ■ Rhetorical 	<ul style="list-style-type: none"> ▶ Fee/Stuart, ch. 8 ▶ Hayes/Holladay, ch. 9 ▶ Focus Texts: Mark 8-10 	
Aug 14	<p>Philippians</p> <ul style="list-style-type: none"> ■ Paul & Epistles 	<ul style="list-style-type: none"> ▶ Fee/Stuart, chs. 3-4 ▶ Hayes/Holladay, chs. 10-11 ▶ Focus Texts: Philippians 1-2 	
Aug 15	<p>Philippians/Philemon</p>	<ul style="list-style-type: none"> ▶ Fee/Stuart, ch. 13 ▶ Hayes/Holladay, chs. 12-13 ▶ Focus Texts: Philippians 3-4 Philemon 	<ul style="list-style-type: none"> 🎬 GROUP CINEMATOGRAPHIC PROJECT 🎤 SERMON DUE (on or before August 22)

Academic Honor

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 with 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 actions: (1) warning; (2) probation; (3) suspension for the remainder of the course; (4) dismissal from the Course of Study School of Ohio; (5) grade of Fail for the course. Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.