

COURSE OF STUDY SCHOOL OF OHIO AT MTSO

Fall 2020

October 2020

COS 321 Bible III: Gospels

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Course Website: <https://cosohio.populiweb.com/router/courseofferings/9634754/show>

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 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, 2017. [course textbook]

A schedule of readings is attached.

NOTE: Students should bring both books to each class session.

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

Recommended Supplementary Texts (not required for any assignments)

1. Carroll, John T. *Jesus and the Gospels: An Introduction*. Louisville: Westminster John Knox, 2016.
2. Conway, Colleen M. *John and the Johannine Letters*. Core Biblical Studies. Nashville: Abingdon, 2017.
3. Murphy, Frederick J. *An Introduction to Jesus and the Gospels*. Nashville: Abingdon Press, 2005.

2) *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 prior to the appropriate weekend and being able to discuss them, and contributing to class conversations. Discussion questions accompany the reading assignments.

3) *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 Friday, September 25, 2020**.
- b) Written assignment #2: Synoptic Gospels comparison. See pp. 4-5 below for detailed instructions. The assignment is to be 4-5 pages in length. Assignment #2 is due at the beginning of class on **Friday, October 2, 2020**. Please submit it to Professor Taylor via the Populi Assignments page.
- c) Written assignment #3: Exegetical paper and sermon on the Gospel of John. See pp. 7-8 below for detailed instructions. The assignment is to be 12 pages in length. Assignment #2 is due at **8:00 p.m. on Friday, November 6, 2020**. Please submit it to Professor Taylor via the Populi Assignments page.

4) *All written work*

is to be typed, double-spaced, and submitted in twelve-point, Times New Roman font, 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, 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	93-100	D	70-76
B	85-92	F	0-69
C	77-84		

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.

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 acknowledgment 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.

Written Assignment #2: Synoptic Gospels Comparison
The Cleansing of the Leper
Due at the beginning of class on October 2, 2020
Length: 4-5 pages

Matthew 8:1-4 // Mark 1:40-45 // Luke 5:12-16

1. Copy or type the texts side-by-side in three columns, typing in the same line material that is parallel. If there 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.

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

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;

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

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.

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.]

3. You should now have a text in which all the words are highlighted. You may print out the clean text and mark it by hand, or you may choose to do all the highlighting on screen and then print it out. Either way is fine.
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.

Summary of what needs to be submitted:

- a marked-up list of parallel texts
- responses to the three questions (4.a-c above)
- your two insights
- 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 Friday, November 6, 2020

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.)
 - 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 consult at least three reliable commentaries that deal only with the Gospel of John, as well as the course textbook by Mark Allan Powell.
 - (5 points) e. Summary: what is the witness of this text? 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.
 - 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.
 - j. On **Friday, October 23, 2020**, please provide Professor Taylor with a stamped and self-addressed envelope so he can return the evaluated paper to you.

TOPICS, READING ASSIGNMENTS, DISCUSSION QUESTIONS, AND DUE DATES

Date	Topics	Reading Assignments	Due Dates
			Friday, September 25, 2020, 3:30 p.m. > Assignment #1: <ul style="list-style-type: none"> Autobiography Submit to Professor Taylor via the Populi Assignments page.
WEEKEND ONE			
Friday, October 2, 2020 4:30-5:45 p.m., on Zoom	<ul style="list-style-type: none"> Introduction to the course The Worlds of Jesus 	<p><u>On course website:</u> Syllabus Assignment Sheets (= "Topics, Reading Assignments, Discussion Questions, and Due Dates") Professor Taylor Autobiography</p> <p>Gospel of Mark <u>Powell:</u></p> <ul style="list-style-type: none"> Preface, pp. 11-15 1. New Testament Background, The Roman World, pp. 17-37 <p><u>Carter</u>, "The Roman Empire," available at https://www.bibleodyssey.org/443/places/main-articles/roman-empire</p> <p><i>For Powell and Carter discussion:</i></p> <ul style="list-style-type: none"> -How does learning about the first century political situation in Palestine help us understand the New Testament? -Your own questions. 	Friday, October 2, 2020, 4:30 p.m. > Assignment #2 (see Syllabus). Submit to Professor Taylor via the Populi Assignments page.

		<p><u>Powell:</u></p> <ul style="list-style-type: none"> • 2. New Testament Background, The Jewish World, pp. 39-57 <i>For discussion:</i> -What did Judeans living in Palestine have in common? What divided them from each other? -Your own questions. • 3. The New Testament Writings, pp. 59-75 <i>For discussion:</i> -Review methods for studying the New Testament (text pp. 66-72). -Your own questions. • 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? -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? -Your own questions. • 7. Mark, pp. 141-59 <i>For discussion:</i> -What to you is Mark's special witness? -What are the similarities and differences between the teaching of Jesus and the teaching of the Pharisees, including purity? -Your own questions. <p><u>On course website:</u> <u>Taylor</u>, "The Synoptic Problem" <i>For discussion:</i> -How might this information be helpful in your</p>	
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		<p>ministry?</p> <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"> • 3. The Kingdom of Heaven Is Like Yeast, pp. 117-37 • 4. The Pearl of Great Price, pp. 139-64 • 5. The Mustard Seed, pp. 165-82 	
5:45-7:00 p.m.	Dinner Break		
7:00-8:15 p.m., on Zoom	<ul style="list-style-type: none"> • The Worlds of Jesus, cont'd. • Discuss Assignment #2: Synoptic Gospels Comparison 	See above	
<u>Saturday,</u> <u>October 3, 2020</u> 8:15-9:30 a.m. on Zoom	<ul style="list-style-type: none"> • What is a gospel? • Gospel of Mark 	See above	
9:30-9:45	Break		
9:45-11:00 a.m., on Zoom	<ul style="list-style-type: none"> • Gospel of Mark, cont'd. 	See above	
11:15 a.m.- 12:00 noon	Chapel		
Between October 3, 2020, and October 16, 2020	Asynchronous Material (#1 of 2 asynchronous sessions) <ul style="list-style-type: none"> • Historical Jesus • Parables 	View "Historical Jesus" presentation by Professor Taylor; available on Populi (approximately 60 minutes)	

	<ul style="list-style-type: none"> Gospel of Luke 	<p><u>Powell:</u></p> <ul style="list-style-type: none"> 4. Jesus, pp. 77-93 <i>For discussion:</i> -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>View “Parables” presentation by Professor Taylor; available on Populi (approximately 90 minutes)</p> <p><u>Levine:</u></p> <p><i>For discussion (all Levine chapters):</i> -What challenged you in this chapter? -With what did you disagree? -Your own questions.</p> <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 2. The Good Samaritan, pp. 77-115 8. The Widow and the Judge, pp. 239-65 <p>View “Luke” presentation by Professor Taylor; available on Populi (approximately 30 minutes) -What do you conclude about the authorship of Luke? -How important is this issue for you?</p>	
WEEKEND TWO	<i>Proposed Schedule</i>	<i>Dates to be negotiated between students and professor</i>	
Friday, October 16, 2020	<ul style="list-style-type: none"> Gospel of Mark, cont’d. Gospel of Matthew 	Gospel of Matthew	

7:00-8:15 p.m., on Zoom		<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/443/places/related-articles/Antioch-and-the-gospel-of-matthew</p>	
<p><u>Saturday, October 17, 2020</u></p> <p>8:15-9:30 a.m., on Zoom</p>	<ul style="list-style-type: none"> Gospel of Matthew, cont'd. 	See above	
9:30-9:45	Break		
9:45-11:00 a.m., on Zoom	<ul style="list-style-type: none"> Gospel of Matthew, cont'd. Gospel of Luke 	<p>See above</p> <p><u>Powell</u>:</p> <ul style="list-style-type: none"> 8. Luke, pp. 161-81 <p><i>For discussion:</i></p> <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. 	
<p>Before October 23, 2020</p>	<p>Asynchronous Material (#2 of 2 asynchronous sessions)</p> <ul style="list-style-type: none"> Gospel of John 	<p>View "Gospel of John" presentation by Professor Taylor; available on Populi (approximately 30 minutes)</p> <ul style="list-style-type: none"> -Who do you think wrote the Gospel of John? 	

WEEKEND THREE			
Friday <u>October 23,</u> <u>2020,</u> 4:30-5:45 p.m., on Zoom	<ul style="list-style-type: none"> Gospel of Luke, cont'd. 	See above	
5:45-7:00 p.m.	Dinner Break		
7:00-8:15 p.m., on Zoom	<ul style="list-style-type: none"> Gospel of Luke, cont'd. Discussion of Assignment #3: exegetical paper and sermon on the Gospel of John Gospel of John 	See above <u>Powell:</u> <ul style="list-style-type: none"> 9. John, pp. 183-203 -What is salvation, according to this gospel? -What to you is John's special witness? -Your own questions. 	Provide Professor Taylor with a self-addressed and stamped envelope for the return of Assignment #3.
<u>Saturday,</u> <u>October 24, 2020</u> 8:15-9:30 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/443/passages/related-articles/eternal-life-in-john	
9:30-9:45 a.m.	Break		
9:45-11:00 a.m., on Zoom	<ul style="list-style-type: none"> Gospel of John, cont'd. 	See above	
11:15 a.m.-12:00 noon	Chapel		
			Friday, November 6, 2020 8:00 p.m. > Assignment #3 (see Syllabus). Submit the paper to Professor Taylor via the Populi Assignments page.