

**COURSE OF STUDY SCHOOL OF OHIO at MTSO**  
**Summer Two-Week Session 2021**  
**August 2-6 & August 9-12**

**Online Edition**

**Zoom Sessions Daily**  
**9:00-10:30 A.M.**

***COS 121 – Bible I: Introduction***

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**Course Description**

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.

**Texts (Required):**

Fee, Gordon D., and Douglas Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids: Zondervan, 2014.

Hayes, John H., and Carl Holladay. *Biblical Exegesis: A Beginner's Handbook*. 3rd ed. Louisville: Westminster John Knox, 2007.

Tiffany, Frederick C., and Sharon H. Ringe. *Biblical Interpretation: A Road Map*. Nashville: Abingdon, 1996.

### **Reference (Required):**

Gaventa, Beverly Roberts, and David Petersen, eds. *The New Interpreter's Bible: One Volume Commentary*. Nashville: Abingdon Press, 2010.

Harrelson, Walter, gen. ed. *The New Interpreter's Study Bible: New Revised Standard Version with Apocrypha*. Nashville: Abingdon Press, 2003.

### **Reference (Required): A Bible Dictionary**

It is recommended that all COSSO students have in their library a good Bible Dictionary. This tool will prove to be a very useful tool in future COSSO Bible classes. For most, a one-volume Bible Dictionary will serve your needs as a student and as a pastor. COSSO recommends the *HarperCollins Bible Dictionary*. Others will find that a one-volume Bible Dictionary will not be sufficient to answer their questions to the depth they desire. For those, I have also listed the two best multi-volume dictionaries.

Powell, Mark Allen, ed. *HarperCollins Bible Dictionary*. Rev. and updated ed. New York: HarperOne, 2011.

Access to a multi-volume Bible Dictionary will provide encyclopedic amounts of information. However, they are also very expensive tools.

Freedman, David Noel, ed. *The Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.

\*Sakenfeld, Katharine Doob, ed. *The New Interpreter's Dictionary of the Bible*. 5 vols. Nashville: Abingdon Press, 2009.

## **Course Philosophy and Pedagogy**

In this course, you will need to **read, think, and write** about the biblical text. You will **read** scholarly textbooks and materials. These readings will help us to maximize class time learning. They will also aid you in preparing to **write** the required essays and exegetical project. In this class, each of us will be challenged to **think** deeply about the Bible, the Christian Faith, and the practice of ministry in *our* specific context.

You are not alone in this venture. Do not hesitate to ask questions in class or in your written assignments. Have conversations with your classmates. It is appropriate to ask questions of the Instructor via email.

## Online Instruction

Since the advent of COVID-19, we have been learning how to offer COSSO courses in an online format. In addition to the Zoom session, you will need to complete Learning Modules in Populi called Lessons. By using this combination of daily Zoom sessions and Learning Modules, we will be able to fulfill the 20 hours of instruction required for COSSO courses.

There will always be work to be completed *before* each daily Zoom session. For the Learning Modules there will be short responses to complete on Populi. Unfortunately, Populi calls them Tests. Do not think of them as test. These are open-book and open-note experiences designed to help you learn.

If you do not have a Zoom account, COSSO has created an excellent tutorial for this. If you do not have access to Populi or Zoom, contact the COSSO Coordinator, Grace Wallace ([gwallace@mtso.edu](mailto:gwallace@mtso.edu)) for assistance.

## Requirements and Grading

1. **Populi Lessons (Learning Modules):** Some of these learning activities, which include an audio PowerPoint, are completed in lieu of face-to-face instruction. All Lessons will have questions for you to answer. Unfortunately, Populi calls them test. **35%**
2. **Encounter with the TEXT Journals.**
  - a. Genesis 11-25, (2-3 pages). **8%**  
**Due:** 9:00 P.M. Tuesday, **August 3**
  - b. Hosea, and Amos (2-3 pages). **8%**  
**Due:** 9:00 P.M. Thursday, **August 5**
  - c. Mark (2-3 pages). **10%**  
**Due:** 9:00 P.M. Sunday, **August 8**
  - d. Philippians (2-3 pages). **8%**  
**Due:** 9:00 P.M. Tuesday, **August 10**
3. **Who I am as a Biblical Interpreter Essay** (4 pages) **11%**  
**Due:** 5:00 P.M. Sunday, **August 1**
4. **Exegetical Project** (7 pages Minimum). **20%**  
**Due:** 12:00 P.M. Wednesday, **August 18**

## Explanation of Course Requirements

### 1. Encounters With the TEXT Journals:

This assignment consists of two parts:

- (1) **reading** the Bible and
- (2) **writing** down what you are **thinking** about the biblical text.

I have never looked into the Greek New Testament five minutes without finding something I never saw before.

– A. T. Robertson, Greek Scholar

**First Part: Bible Reading.** This assignment is due **before** the class session in which the Biblical book is to be discussed.

- **Genesis 11-25**      **Due:** 9:00 P.M. Tuesday,      **August 3**
- **Hosea, and Amos.**      **Due:** 9:00 P.M. Thursday,      **August 5**
- **Mark**      **Due:** 9:00 P.M. Sunday,      **August 8**
- **Philippians**      **Due:** 9:00 P.M. Tuesday,      **August 10**

Read with curiosity and a desire to find something you have never seen before.

Read as if you are searching for treasure.

Read as if you are on a quest to know God and obey God's commandments.

Read carefully,  
critically, and  
creatively....

Read as if you have never  
read those chapters/  
books before...

do not take anything for  
granted...

– Dr. Paul Kim, MTSO

**Second Part: Journal Writing.** Writing is a form of learning. For each Scripture reading, write down the discoveries you made as a result of your reading. These may include insights, observations, and questions *about* the text or problems you may have *with* the text.

- These may include observations, discoveries, and analyses of the passages.
- They may include burning and gnawing questions, discomforts, and insights.
- They may be things which confirm or challenge your theology or your practice.
- They may include the places in the text which give you pause, make you wonder, or grab you and will *not* let you go.
- They may include your pondering, musings, and ruminations on the text.

I am **not** asking you to write a commentary. No **additional** research about the passage is required. **What is important is *your* direct engagement with the biblical text itself.** A total of only **two to three (2-3) pages** of observations/questions are required for each Scripture reading. It is easy to get carried away and write many more pages. If you have the time and the energy to write

more, you may do so. I never refuse to read an assignment because it is longer than the minimum length. **However, two to three (2-3) pages per reading assignment** will fulfill the requirement of this assignment. This assignment should aid your learning, *not* be an extra burden.

In each Journal submission, include:

- (1) Comments on the assigned biblical books.
- (2) Identify the passage which generated your comment, at least by chapter.
- (3) Responses should be typed and uploaded to Populi  
Some people draw images, make charts, or other graphic designs. You should feel free to do this kind of Journaling as well. You may take pictures of this work and include it in a document to upload to Populi.
- (4) Journals should begin with your name and the name of the biblical book.
- (5) When uploading the file to Populi, use this format when naming the file:  
**“Your Last Name, Journal for Biblical Book Name”**

## 2. Who I Am as a Biblical Interpreter.

Who we are, as individuals and communities of faith, has a tremendous impact on how we read and interpret the Scriptures. The focus of this assignment is not *how* you interpret the Bible. In this assignment, you will discuss how your life story, the unique experiences of your life and faith journey, shape you as an interpreter. *What I want you to see is how your biography influences, shapes, and enriches the way you read and interpret Scripture.* This assignment will require you to spend time in personal reflection.

<p><b>With a clear awareness of who you are, you can be more intentional and skilled as a biblical interpreter and expositor.</b></p>
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For this assignment, you will also need to read “Locating the Reader and the Reading Context” (pp. 24-53) in *Biblical Interpretation: A Road Map* by **Tiffany & Ringe**. Then, write your paper **Who I Am as a Biblical Interpreter**. Note especially (pp.49-52) where **Tiffany & Ringe** describe who they are as biblical interpreters.

While this assignment can be completed in four (4) pages, for personal reasons, you may find writing more to be helpful. (However, this is *not* required). Submit the assignment on Populi by 5:00 P.M. Sunday, **August 1**. Begin the document with your name, email address, date, and a title. When uploading the file to Populi, please use this format when naming the file: **“Your Last Name, Who I Am as a Biblical Interpreter.”**

### 3. Exegetical Project:

The Exegetical Project should be on one of these passages from the **Gospel of Mark**:

4:1-20	The Parable of the Sower
4:26-34	Two Kingdom Parables
4:35-41	Jesus stills a Storm
5:1-20	Jesus Heals the Gerasene Demoniac
5:21-43	A girl is restored to life and a Woman is Healed
6:30-44	Feeding the Five Thousand
9:2-9	The Transfiguration
11:1-10	Jesus' Triumphal Entry
13:1-33	Apocalyptic warning!
14:3-9	The Anointing at Bethany
14:12-31	The Last Passover/The Last Supper
14:43-52	The Betrayal and Arrest
14:53-65	The Trial before the Council
15:22-39	The Crucifixion of Jesus
16:1-8	Easter Morning

Ideally, you should determine the passage for your exegetical project **before** our first session. The sooner you begin thinking about the project, the better. There are course documents on Populi covering the exegetical project. We will discuss this requirement in class. If you have any questions, do not hesitate to ask.

This project is **Due**: 12:00 P.M. Wednesday, **August 18**. This document should begin with your name, email address, date, and the biblical passage being discussed. When uploading the file to Populi, use this format when naming the file: **“Your Last Name, Exegetical Project Mark chapter number verse numbers”**.

### Help With Academic Writing:

It may have been a long time since you have written an academic paper. Your learning and success are our primary goals. Class time, Learning Modules, and documents on Populi will instruct you in the steps of writing an academic exegetical project.

The Course of Study School of Ohio website has several very helpful webpages on:

- Writing Resources,
- Plagiarism and Citations, and
- Organizing a Paper.

*These writing resources will be helpful for you in ALL your COSSO written assignments.*  
They may be accessed at:

( <https://www.cosohio.org/writing-coach> ).

To support you in gaining academic writing skills, the Course of Study School has a Writing Coach, Dr. Trad Nogueira-Godsey ([tgodsey@mtso.edu](mailto:tgodsey@mtso.edu)). Please take full advantage of his coaching and instruction throughout your studies at COSSO.

The basic parameters for the Exegetical Project are:

- Consult at least three (3) academic sources beyond the textbooks.
- The length should be at least seven (7) pages.
  - Four (4) pages minimum of exegetical observations and research.
  - Two (2) pages minimum consisting of a sermon precis utilizing the insights from your exegesis which are appropriate for *your* particular ministry context.
  - One-half (½) page minimum description of the people to whom this sermon will be preached. Identify who they are and what needs they currently have.
  - One-half (½) page minimum reflection on the process of writing this exegetical project addressing these questions:
    - (1) What challenges did you face in completing this project?
    - (2) What did you learn about the process of exegesis?
    - (3) What will you do differently in the future?
    - (4) What did you have to leave out?
    - (5) What do you wish you could have included?
  - The paper should be typed double-spaced using a 12pt font.
  - The footnotes and bibliography should use the Turabian (Chicago) Citation Style.



#### **4. Textbook Readings:**

Reading and studying the textbooks and reference resources for this course are essential for your learning. They will acquaint you with the technical, scholarly, and professional vocabulary of the academic discipline of Biblical Studies. The better equipped you are to personally and professionally study the Bible, the better you will be able to expound the Bible and minister biblically to the needs of people.



Textbook readings are coordinated with the Learning Modules and with the Zoom sessions. The materials covered in these textbooks will provide you with the foundational knowledge and skills you need for doing the research and exegetical assignments in all the other COSSO Bible Courses. Succeeding in this course will not only allow you to succeed in COSSO courses, it will also assist you in becoming a more faithful pastor.

### **A Note on How to Read The Textbooks:**

It is too easy to become overwhelmed by the quantity of material they present and in the process miss the BIG PICTURE. **Mastering every detail in the readings is not the goal.** You should start by surveying and scanning the assigned readings. Look for the main headings, the words in **bold** or in *italics*. Identify the major ideas and points. Stay focused on the Big Picture. Then you can go back and uncover more and more of the details.

Time is certainly a premium for all of us. When you need to make choices, I would suggest that you spend your time with *How to Read the Bible for All Its Worth* and with *Biblical Interpretation: A Road Map*. The Hayes and Holladay book *Biblical Exegesis: A Beginner's Handbook* is a more technical work designed to prepare you for work in future COSSO Bible courses or in academic settings.

### **5. Learning Modules (Lessons):**

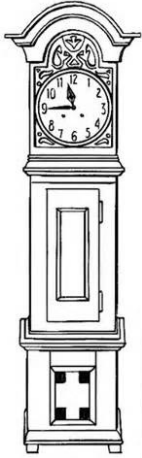
Prior to each session, complete the assigned Learning Modules. Each Learning Module consists of an audio PowerPoint and a few questions for you to answer about the audio PowerPoint in Populi. While all Learning Modules have an audio PowerPoint, you will **not** be required to view all of them. However, you should complete all of the short essay questions for each of the Lessons. I will clearly identify these in the Syllabus. I will also list readings from the textbook which correspond to our daily work.

### **6. Zoom Sessions:**

We will meet together by Zoom for nine sessions. There are readings and writing assignments which should be completed **before** each session. For some sessions there will be an assignment to complete **after** the class session. To get the most out of the Zoom session, come prepared to discuss the material assigned for each session. It is highly recommended that you take notes on the readings and write down specific questions or issues you would like addressed.



## A Note on Time Management



In ministry, there is never enough time to do everything. Choices always have to be made. Deadlines need to be kept. Some things have to take a back seat. While you may have reserved these two weeks for COS study, something unexpected will likely develop requiring your time and energy. In the weeks before the class, you may want to get a head start. Here are some suggestions. Do

1. Do the Bible readings and complete as many of the journals for the Encounter with the TEXT assignments as you can.
2. Read as much of textbooks assigned for the first week as you can.
3. Complete as many of the Learning Modules (lessons) assigned for the first week as you can.
4. Familiarize yourself with the layout of the course in Populi.

## Class Schedule

<i>CD=</i>	<i>Course Documents found in Populi under "Files"</i>
<i>Fee &amp; Stuart =</i>	<i>How to Read the Bible for All Its Worth</i>
<i>Hayes &amp; Holladay =</i>	<i>Biblical Exegesis: A Beginner's Handbook</i>
<i>LM=</i>	<i>Learning Module (Lesson in Populi)</i>
<i>NISB =</i>	<i>The New Interpreter's Study Bible</i>
<i>NIB-1VC =</i>	<i>The New Interpreter's Bible One Volume Commentary.</i>
<i>Tiffany &amp; Ringe =</i>	<i>Biblical Interpretation: A Road Map</i>

<b>Day 1 Monday, August 2 Introduction</b>	
Written Assignment due <b>before class</b>	<p style="text-align: center;"><b>Who I am as a Biblical Interpreter Essay (4 pages)</b>  <b>Due: 5:00 P.M. Sunday, August 1</b></p>
Reading Assignment due <b>before class</b>	<p><b>Syllabus</b></p> <p><b>Fee &amp; Stuart</b>, Ch. 1: The Need to Interpret (pp. 21- 35)</p> <p><b>Tiffany &amp; Ringe</b>, An Introduction to This Roadmap (pp.13-24)</p> <p><b>Tiffany &amp; Ringe</b>, Ch 1: Locating the Reader and the Reading Context (pp. 24-54)</p> <p><b>Tiffany &amp; Ringe</b>, Ch 2: Encountering the Biblical Text (pp. 55-66)</p> <p><b>Suggested Reading:</b></p> <p><i>NISB</i>: Guidelines for Reading and Interpretation (pp. 2261-2267)</p> <p><i>NISB</i>: Varieties of Reading and Interpretations of the Biblical Text (pp. 2268-2273)</p> <p><b>Hayes &amp; Holladay</b>, Ch. 1: Introducing Exegesis (pp. 1-32)</p>
Learning Modules due <b>before class</b>	<p><b>LM 1 Introduction: Test ONLY</b></p> <p><b>LM 2 What does it mean to read the Bible?: PowerPoint and Test</b></p> <p><b>LM 3 Exegesis as Inquiry: PowerPoint and Test</b></p>

<b>Day 2 Tuesday, August 3    What is Academic Writing?</b>		
Written Assignment due <b>before</b> class	<b>None</b>	
Reading Assignment due <b>before</b> class	<b>CD</b> *Guidelines for an Exegetical Project *Web Resources  “Organizing a Paper” <a href="https://www.cosohio.org/writing-coach">https://www.cosohio.org/writing-coach</a>	
Learning Modules due <b>before</b> class	<b>LM 6 What is Academic Writing?: PowerPoint and Test</b>	
Learning Modules due <b>after</b> class	<b>LM 5 What is an Exegetical Paper?: Test ONLY</b>	

<b>Day 3 Wednesday, August 4    Old Testament Narrative: Genesis</b>		
Written Assignment due <b>before</b> class	<b>Encounter with the Text Journal</b> <b>Genesis 11-25      Due: 9:00 P.M. Tuesday, August 3</b>	
Reading Assignment due <b>before</b> class	<b>Fee &amp; Stuart, Ch. 5: The Old Testament Narratives: Their Proper Use</b> (pp. 93-111)  <b>Tiffany &amp; Ringe, Ch 4: Reading Contextually</b> (pp. 89-95)  <i>NIB-IVC: Genesis</i> (pp.1-32)  <b>Suggested Reading:</b>  <b>Hayes &amp; Holladay, Ch. 3: Historical Criticism: The Setting in Time and Place</b> (pp. 53-70)  <b>Hayes &amp; Holladay, Ch. 5: Literary Criticism: The Composition and Rhetorical Style of the Text</b> (pp. 90-102)	
Learning Modules due <b>before</b> class	<b>LM 8 Reading the Narratives of the Old Testament: PowerPoint and Test</b>	

<b>Day 4 Thursday, August 5 Translations and Academic Citation</b>		
Written Assignment due <b>before</b> class	<b>None</b>	
Reading Assignment due <b>before</b> class	<p><b>Fee &amp; Stuart</b>, Ch. 2: The Basic Tool: A Good Translation (pp. 36-56)</p> <p><b>CD</b></p> <p>*Some notes on Citation</p> <p>“Plagiarism and Citation” <a href="https://www.cosohio.org/writing-coach">https://www.cosohio.org/writing-coach</a></p> <p>“Writing Resources” <a href="https://www.cosohio.org/writing-coach">https://www.cosohio.org/writing-coach</a></p> <p><b>Suggested Reading:</b></p> <p><b>Hayes &amp; Holladay</b>, Ch. 2: Textual Criticism: The Quest for the Original Wording (pp. 34-49)</p>	
Learning Modules due <b>before</b> class	<b>LM 4 Bible Translations: PowerPoint and Test</b>	
Learning Modules due <b>after</b> class	<b>LM 7 What is Academic Citation About?: Test ONLY</b>	

<b>Day 5 Friday, August 6 Prophets and Poets: Hosea and Amos</b>	
Written Assignment due <b>before</b> class	<b>Encounter with the TEXT Journals.</b> <b>Hosea, and Amos. Due: 9:00 P.M. Thursday, August 5</b>
Reading Assignment due <b>before</b> class	<p><b>Fee &amp; Stuart</b>, Ch. 9: The Laws: Covenant Stipulation for Israel (pp. 168-186)</p> <p><b>Fee &amp; Stuart</b>, Ch. 10: The Prophets: Enforcing the Covenant in Israel (pp. 187-211)</p> <p><b>Hayes &amp; Holladay</b>, Ch. 6: Form Criticism: The Genre and Life setting of the Text (pp. 104-113)</p> <p><b>Hayes &amp; Holladay</b>, Ch. 7: Tradition Criticism: The Stages Behind the Text (pp. 115-125)</p> <p><b>Tiffany &amp; Ringe</b>, Ch 4: Reading Contextually (pp. 95-110)</p> <p><b>CD</b></p> <ul style="list-style-type: none"> <li>*Prophecies Concerning Jesus in the Psalms</li> <li>*Notes on Psalms</li> <li>*Hebrew Poetry</li> </ul> <p><b>Fee &amp; Stuart</b>, Ch. 11: The Psalms: Israel's Prayers and Ours (pp. 212-232)</p> <p><b>Fee &amp; Stuart</b>, Ch.12: Wisdom: Then and Now (pp. 233-257)</p> <p><b>Suggested Readings:</b></p> <p><i>NIB-IVC</i>: Hosea (pp. 482-492)  <i>NIB-IVC</i>: Amos (pp. 503-507)  <i>NIB-IVC</i>: Hebrew Poetry (pp. 959-960)  <b>Tiffany &amp; Ringe</b>, Ch 7: Jeremiah 22:24-23:8 (pp. 149-164)  <b>Tiffany &amp; Ringe</b>, Ch.8: Psalm 77 (pp. 165-180)</p>
Learning Modules due <b>before</b> class	<b>LM 9 Tradition: The Law and The Prophets PowerPoint and Test</b>
Learning Modules due <b>after</b> class	<b>LM 11 Poetry and Wisdom: Test ONLY</b>

<b>Day 6 Monday, August 9 Gospels: Mark</b>	
Written Assignment due <b>before</b> class	<b>Encounter with the TEXT Journals.</b> <b>Mark</b> <b>Due: 9:00 P.M. Sunday,</b> <b>August 8</b>
Reading Assignment due <b>before</b> class	<p><b>CD</b></p> <ul style="list-style-type: none"> <li>*Literary Relations of the Synoptics</li> <li>*Ven Diagrams of the Synoptics</li> <li>*The Synoptic Problem</li> </ul> <p><b>Fee &amp; Stuart, Ch. 7: The Gospels: One Story, Many Dimensions</b> (pp. 132-153)</p> <p><b>Fee &amp; Stuart, Ch. 8: The Parables: Do you Get the Point?</b> (pp. 154-167)</p> <p><b>Hayes &amp; Holladay, Ch. 8 Redaction Criticism: The Final Viewpoint and Theology</b> (pp.127-137)</p> <p><i>NIB-IVC:</i> Narrative of the N.T. (pp. 967-970)</p> <p><i>NIB-IVC:</i> Narrative of the N.T. (pp. 967-970) Mark (pp. 658-678)</p> <p><b>Suggested Reading:</b></p> <p><b>Tiffany &amp; Ringe, Ch. 9 Mark 3:1-6</b> (pp. 181-192)</p>
Learning Modules due <b>before</b> class	<b>LM 15 Gospel Criticism: Source, Redaction, Rhetorical: PowerPoint and Test</b>

<b>Day 7, August 10 The Canon and Ideological Criticisms</b>		
Written Assignment due <b>before</b> class	None	
Reading Assignment due <b>before</b> class	<p><b><i>NISB</i></b>            Canons of Scripture, (xxvii-xxxi)            Reliability of Scripture, (pp. 2243-2247)            Authority of the Bible, (pp. 2248-2254)            The Inspiration of the Bible (pp. 2255-2260)</p> <p><b>Hayes &amp; Holladay</b> Ch. 10: Canonical Criticism: The Sacred Text of Synagogue and Church (pp.152-165)</p> <p><b>Hayes &amp; Holladay</b>, Ch.11: Exegesis with a Special Focus: Cultural, Economic, Ethnic, Gender, and Sexual Perspectives (pp. 167-176)</p> <p><b>Tiffany &amp; Ringe</b>, Ch. 5: Engaging the Text, Other Readers, Other Communities (pp. 111-128)</p>	
Learning Modules due <b>before</b> class	<b>LM 12 What is the Bible: PowerPoint and Test</b>	
Learn Modules due <b>after</b> class	<b>LM 10 A Closer Look at Readers: Ideological Criticisms: Test ONLY</b>	

<b>Day 8, August 11 Paul, Epistles, and Apocalyptic</b>		
Written Assignment due <b>before</b> class	<b>Encounter with the TEXT Journals.</b> <b>Philippians (2-3 pages) Due: 9:00 P.M. Tuesday, August 10</b>	
Reading Assignment due <b>before</b> class	<b>CD</b> <b>*Paul's Letter's Roetzel</b>  <b>Fee &amp; Stuart, Ch. 3: The Epistles: Learning to Think Contextually</b> (pp. 57-73)  <b>Fee &amp; Stuart, Ch. 4: The Epistles: The Hermeneutical Questions</b> (pp. 74-92)  <b>Fee &amp; Stuart, Ch 6: Acts: The Question of Historical Precedent</b> (pp. 112-131)  <b>NIB-IVC: Philippians</b> (pp. 842-850)  <b>Fee &amp; Stuart, Ch. 13: Revelation: Images of Judgment and Hope</b> (pp. 258-274)  <b>Suggested Reading:</b>  <b>Tiffany &amp; Ringe Ch 10: 1Corinthians 11:17-34</b> (pp. 193-205)	
Learning Modules due <b>before</b> class	<b>LM 13 Paul and Epistles: PowerPoint and Test</b>	
Learning Module due <b>after</b> class	<b>LM 16 Revelation and Apocalyptic</b>	



<b>Day 9, August 12 Pulling it Together and Next Steps</b>		
Written Assignment due <b>before</b> class	None	
Reading Assignment due <b>before</b> class	<p><b>CD</b>  <b>*Bibliography for Beginning Biblical Studies</b></p> <p><b>Fee &amp; Stuart</b>, Appendix: The Evaluation and Use of Commentaries  (pp.275-290)</p> <p><b>Tiffany &amp; Ringe</b>, Ch 12: Selected Resources for Biblical Studies  (pp. 225-239)</p> <p><b>Tiffany &amp; Ringe</b>, Ch. 11: Some Issues in Biblical Interpretation  (pp. 205-224)</p> <p><b>Suggested Reading:</b></p> <p><b>Hayes &amp; Holladay</b>, Ch. 12: Integrating Exegetical Procedures  (pp. 178-189)</p> <p><b>Hayes &amp; Holladay</b> Ch.13: Employing the Fruits of Biblical Exegesis  (pp.. 191-206)</p> <p><b>NIB-IVC</b>: Preaching the Bible  (pp. 995-997)</p>	
Learning Modules due <b>before</b> class	<b>LM 14 Resources for Biblical Studies: PowerPoint and Test</b>	
Learning Module due <b>after</b> class	<b>LM 17 Pulling it all Together: PowerPoint and Test</b>	

## **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.