

COURSE OF STUDY SCHOOL OF OHIO at MTSO

Fall 2022

September 16-17 & October 14-15

Hybrid Edition

In-Person Sessions	Zoom Sessions
Sept 16, 3:30pm– 6:00pm	October 14, 7:00pm– 9:15pm
Sept 16 7:00pm– 9:00pm	October 15, 9:00am– 11:00am
Sept 17 8:00am– 11:00am	
Sept 17 1:00pm– 3:15pm	

COS 121 – Bible I: Introduction

Rev. Dr. E. Wray Bryant, Ph.D.

Assistant Professor, Religion and Philosophy, Capital University
wbryant@capital.edu

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.

A Note about the Syllabus

This syllabus is designed so that you can clearly understand what this course is about and clearly understand what you are being asked to do in order to successfully complete this course. With that in mind, I have explained everything in great detail. Consequently, this syllabus is longer than you might be expecting. **Don't let the length of the syllabus overwhelm you.** The explanations are detailed so that you will be able to **identify** what is *essential* and **complete** the work which is *necessary* for you to finish this course successfully. This syllabus is designed to be a tool to help you learn, grow, and succeed as a Christian, as a biblical interpreter, and as a Pastor. It is not my intention to burden you with unnecessary work or construct an “academic” barrier to hinder you.

This syllabus is designed to be a tool to help you *learn, grow, and succeed* as a Christian, as a biblical interpreter, and as a Pastor.

As a Hybrid Course, we will be meeting together face-to-face for **10** hours for the first weekend of the course. We will be meeting over Zoom for **4** hours for the second weekend of the course. In order to complete the **20**-hours of required instruction, I have designed **6** hours of Learning Modules (Lessons) within Populi for you to complete.

The purpose of this syllabus is to give you the information you need to succeed in this hybrid learning environment. If you have any questions at all, please contact me.

Texts (Required):

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

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

Reference (Required by COSSO):

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 COSSO): A Bible Dictionary

All COSSO students should 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 COSSO student and as a pastor. COSSO recommends:

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

Other students may be interested in a comprehensive multi-volume Bible Dictionary. Access to a multi-volume Bible Dictionary will provide encyclopedic amounts of information. However, they are also very expensive tools. The two best multi-volume dictionaries are:

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. (I highly recommend this one).

Recommended for Further Study (NOT required)

For those interested in doing a deeper study of traditional exegetical methods see:

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

Michael Gorman walks interpreters step-by-step through the process of exegesis and also the process for writing exegetical papers. He discusses both traditional and contemporary methods of interpretation clearly and practically. His work has my *highest* recommendation.

*Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. 3rd ed. Grand Rapids, MI: Baker Academic, 2020.

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. They will be discussed during our class time. They will aid you in preparing to **write** the required essays and the final exegetical project. In n 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 include them on your written assignments. Have conversations with your classmates. Talk to the Instructor. Use email. Schedule a Zoom conference.

If you have *any* questions about *any* aspect of the course, do not hesitate to contact me. Your growth in ministry is my *paramount* concern.

There is no such thing as a “stupid” question!

Hybrid Course Format

Since the advent of COVID-19, we have only offered COSSO courses in an online format. This fall, we are moving into a Hybrid format consisting of three components: (1) face-to-face instructions, (2) Zoom sessions, and (3) asynchronous Learning Modules.

In Populi, you will find Learning Modules for the asynchronous part of the course. Populi calls these Learning Modules Lessons. Each Lesson consists of an audio PowerPoint and a series of short answer responses. You will need to **download** the audio PowerPoints to your computer in order to listen to the lecture which accompanies the PowerPoint presentation. While Populi calls the written responses test, do *not* think of them as test. They 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 to assist you. If you do not have access to Populi or Zoom, contact the COSSO Coordinator, Grace Wallace (gwallace@mtso.edu) for assistance.

Course Requirements and Grading Percentages

1. **Populi Lessons (Learning Modules):** 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 tests.
 - a. Learning Modules **Due:** 12:00 P.M., Thursday, **October 13** **20%**
2. **Encounter with the TEXT Journals.**
 - a. Genesis 11-25, (2-3 pages). **10%**
Due: 12:00 P.M. Thursday, **September 15**
 - b. Hosea, and Amos (2-3 pages). **10%**
Due: 12:00 P.M. Thursday, **October 13**
 - c. Mark (2-3 pages). **10%**
Due: 12:00 P.M. Thursday, **October 13**

- d. Philippians (2-3 pages). **10%**
Due: 12:00 P.M. Thursday, **October 13**

- 3. Who I am as a Biblical Interpreter Essay** (4 pages Minimum) **15%**
Due: 12:00 P.M. Thursday, **September 15**

- 4. Exegetical Project** (7 pages Minimum). **25%**
Due: 12:00 P.M. Thursday, **October 20**

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.
 – Dr. 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 (2-3 pages) | Due: 12:00 P.M. Thursday, Sept 15 |
| • Hosea, and Amos (2-3 pages) | Due: 12:00 P.M. Thursday, Sept 15 |
| • Mark (2-3 pages) | Due: 12:00 P.M. Thursday, Oct 13 |
| • Philippians (2-3 pages) | Due: 12:00 P.M. Thursday, Oct 13 |

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

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.

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 or difficulties you have with what God may be saying in this text. These may include:

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

I am *not* asking you to write a commentary on every detail of every verse. Neither is any *additional* research about the biblical reading required. **What is important is your direct engagement with the biblical text itself.** A total of only **two or three (2-3) pages** of observations/questions are required for each Scripture reading.

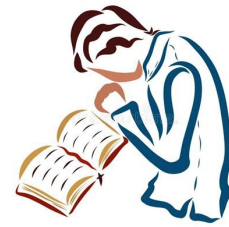
It is easy to get carried away and write many, many, more pages than I am requiring for the assignment. If you have the time *and* the energy to write more, you should feel free to do so. However, remember to budget your time wisely. Two to three (2-3) pages is the required minimum. However, I *never* refuse to read an assignment because it is longer than the minimum length. ***But I do want to emphasize that, two to three (2-3) pages per reading assignment fulfills the requirement of this assignment.*** These journals (Encounters with the TEXT) should *aid* your learning, *not* be an extra burden. They are laboratories for you to explore and to practice biblical interpretation.

In each Journal submission, include:

- (1) Comments on each of the assigned biblical books.
- (2) Identify the passage which generated your comment with a chapter and verse citation.
- (3) Responses should be typed and uploaded to Populi by 12:00 P.M. **September 15** and **October 13.**

What happens to you when you read the Bible sensitive to the voice of the Holy Spirit speaking to you?

What wells up in your spirit as you read the Bible under the influence of the Holy Spirit?

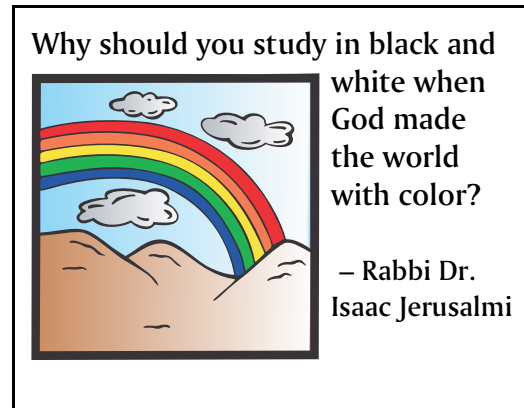


Write that down.

(4) Some people draw images, make charts, or other graphic designs. You should feel free to do this kind of visual journaling for this assignment. Use colors. Draw shapes. You may take pictures of your drawings to be included in your Journal.

(5) Journals should begin with your name and the name of the biblical book.

(6) 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 as communities of faith, has a tremendous impact on how we read and interpret the Scriptures. **This assignment is not focused on *how* you interpret the Bible.** This assignment focuses on who you, the biblical interpreter, are. In this assignment, discuss how your life story, the unique experiences of your life and your 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.

Your experiences, your faith journey is how God has uniquely shaped and prepared you for ministry.

With a clear awareness of who you are, you can be more intentional, more skilled, and more effective as a biblical interpreter, biblical expositor, and biblical pastor.

This assignment requires time for intentional personal reflection. Budget time for it.

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**. After you have completed the reading, then write the paper, “**Who I Am as a Biblical Interpreter.**” Note especially (pp. 49-52) where **Tiffany & Ringe** describe who they are as biblical interpreters. This will give you some idea of how to begin.

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 12:00

P.M. Thursday, **September 15**. Begin the document with **your name, email address, date, and a title**. Use this format for the file name which you will upload to Populi:

“Your Last Name, Who I Am as a Biblical Interpreter.”

3. Exegetical Project:

For the Exegetical Project, you will pick from this list of 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 class session in September. The sooner you begin thinking about the project, the better. There are course documents on Populi covering the exegetical project in detail. In class, we will discuss at length the requirements for this project. If you have any questions, do not hesitate to ask.

This project is **Due no later than: 12:00 P.M. Thursday, October 20**. Earlier submissions are encouraged. Begin the document with your name, email address, date, and the reference for the biblical passage being discussed. Name the file you upload in this format:

“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 is my primary goal. Class time, Learning Modules, and documents on Populi will instruct

you step-by-step in the process of writing an academic exegetical project.

The Course of Study School of Ohio website has several very helpful webpages on: (1) Writing Resources, (2) Plagiarism and Citations, and (3) 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>). I have also included them on Populi.

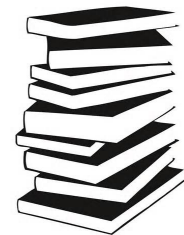
“Guidelines for an Exegetical Project” is a document on Populi which describes describe the Exegetical Project in detail. You will also find an example of an Exegetical Project by Nico Kinner. The basic parameters for the Exegetical Project are as follows.

- 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. You may choose to write the full text of a sermon or write a detailed sermon outline in lieu of a precis.
 - **One-half (½) page** minimum description of the people to whom this sermon will be preached. Identify who they are and what their current needs are.
 - **One-half (½) page** minimum reflection in which you discuss the process of writing this exegetical project. Address 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.
- Footnotes and bibliography should follow the Turabian (Chicago) Citation Style.



4. Textbook Readings:

Reading and studying the textbooks and reference resources are essential for your learning. They will acquaint you with the technical, scholarly, and professional vocabulary of the academic study of the Bible. The better



equipped you are to study the Bible, the better you will be able to expound the Bible and minister biblically to the needs of people in your community or those in your pastoral charge.

The readings are coordinated with the face-to-face sessions, the Learning Modules, and the Zoom sessions. They 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 equip you for future COSSO courses and it will equip you for a faithful and effective ministry.

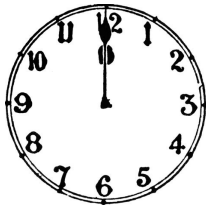
A Note on How to Read The Textbooks:

It is easy to become overwhelmed by the quantity of material presented in the textbooks 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.

Don't let your desire for perfection prevent you from doing "good and acceptable" as well as faithful work.

Stay focused on the BIG PICTURE. At a future date, you can always return to the textbooks to reread and analyze them in order to uncover more and more of the details and gems which are contained in them.



Time is certainly a premium for all of us. In the best of all possible worlds, you would have the time to do *all* the reading. Life and ministry often prevent that from happening. When you need to make choices, I suggest that you prioritize reading *How to Read the Bible for All Its Worth* and *Biblical Interpretation: A Road Map*. Then, time permitting, read *The New Interpreter's Bible: One Volume Commentary* and *The New Interpreter's Study Bible*.

5. Learning Modules (Lessons):

Complete the assigned Learning Modules on Populi by 12:00 P.M., Thursday, **October 13**. Each Learning Module consists of an audio PowerPoint and a few questions for you to answer. They are open-book and open-note experiences designed to help you learn. Completing the Learning Modules, will allow us to maximize our Zoom sessions. There are readings assigned in the textbooks as well as documents posted on Populi which will help you to understand and complete the assigned Modules.

<p>LM 10</p>	<p>A Closer Look at Readers: Ideological Criticisms</p>	<p>Course Document on Populi *“Exegesis with a Special Focus: Cultural, Economic, Ethnic, Gender, and Sexual Perspectives” Tiffany & Ringe, Ch. 5 Engaging the Text, Other Readers, Other Communities (pp. 111-128)</p>
<p>LM 11</p>	<p>Poetry and Wisdom</p>	<p>Course Documents on Populi *Prophecies Concerning Jesus in the Psalms *Notes on Psalms *Hebrew Poetry *Poetovr– The Form of Hebrew Poetry Fee & Stuart, Ch. 11 The Psalms: Israel’s Prayers and Ours (pp. 212-232) Fee & Stuart, Ch.12 Wisdom: Then and Now (pp. 233-257) <hr/> Optional Reading: <i>NIB-IVC</i> Hebrew Poetry (pp. 959-960) Tiffany & Ringe, Ch. 8. Psalm 77 (pp. 165-180)</p>
<p>LM 13</p>	<p>Paul and Epistles</p>	<p>Course Document on Populi *Paul’s Letter’s Roetzel Fee & Stuart, Ch. 3 The Epistles: Learning to Think Contextually (pp. 57-73) Fee & Stuart, Ch. 4 The Epistles: The Hermeneutical Questions (pp. 74-92) Fee & Stuart, Ch 6 Acts: The Question of Historical Precedent (pp. 112-131)</p>

LM 14	Resources for Biblical Study	Course Document on Populi *Bibliography for Beginning Biblical Studies Fee & Stuart, Appendix: The Evaluation and Use of Commentaries (pp. 275-290) Tiffany & Ringe, Ch 12. Selected Resources for Biblical Studies (pp. 225-239)
LM 15	Gospel Criticism: Source Redaction Rhetorical	Course Documents on Populi *Literary Relations of the Synoptics *Ven Diagrams of the Synoptics *The Synoptic Problem Fee & Stuart, Ch. 7 The Gospels: One Story, Many Dimensions (pp. 132-153) Fee & Stuart, Ch. 8 The Parables: Do you Get the Point? (pp. 154-167) <i>NIB-IVC</i> Narrative of the N.T. (pp. 967-970)
LM 17	Pulling it all Together	Tiffany & Ringe, Ch. 11 Some Issues in Biblical Interpretation (pp. 205-224) <i>NIB-IVC</i> Preaching the Bible (pp. 995-997)

NOTE: There are additional Learning Modules on Populi which I am *not* asking you to complete. They were designed for the fully online version of the course. I will be using those PowerPoints during our face-to-face class sessions. You may want to use these additional Learning Modules to prepare for class, for review, or for reference at a later date.

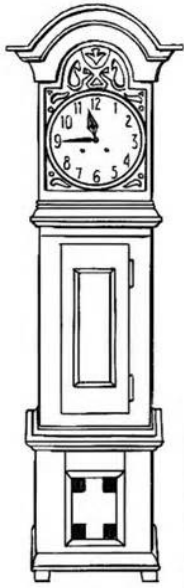
6. Zoom Sessions:

We will meet together by Zoom for two sessions (4 hrs) in October. There are reading and writing assignments which should be completed *before* the session as well as the Learning Modules. 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 the audio PowerPoint lectures. Write down specific questions or issues you would like to bring up or have addressed in the Zoom sessions. It is my hope that it will be *your* questions which guide our conversations.

A Note on Time Management

In ministry, there is never be enough time to do everything. This is even more acute for the part-time or bi-vocational pastor. Choices always have to be made. Deadlines need to be kept. Some things have to take a back seat. While you may have reserved time for this COSSO class, something unexpected will likely develop requiring your time and energy.

In the weeks before the class, I encourage you to get a head start and work ahead as much as possible. Here are some suggestions for you to do.



1. Familiarize yourself with the layout of the course in Populi.
2. Study the Syllabus. Make sure you understand exactly what work is being required of you.
3. Do the Bible readings and complete as many of the journals for the Encounter with the TEXT assignments as you can
4. Read the textbook assignments. Read for the “Big Picture” first.
5. Select the passage from Mark which for your exegetical project.
6. Realize that you may not be able to get everything done on time. Do as much as you can in the time you have. **Be kind to yourself as you work to be faithful to God and your calling with the time you have.**

Class Schedule

<i>CD=</i>	<i>Course Documents found in Populi in the “Files” folder</i>
<i>Fee & Stuart =</i>	<i>How to Read the Bible for All Its Worth</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 & Ringe =</i>	<i>Biblical Interpretation: A Road Map</i>

Date and Time	Topics	Readings.
<p>Weekend #1 Friday Sept 16</p> <p>Session 1 3:30pm-6:00pm</p>	<p>Introduction</p> <p>What is Exegesis?</p> <p>What is an Exegetical Paper?</p> <p>What does it mean to read the Bible?</p> <p>What are basic methods and procedures of Exegesis?</p>	<p>Syllabus</p> <p>Fee & Stuart, Ch. 1 The Need to Interpret (pp 21- 35)</p> <p>Tiffany & Ringe, An Introduction to This Roadmap (pp.13-24)</p> <hr/> <p>Suggested Reading:</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>Weekend #1 Friday Sept 16</p> <p>Session 2 7:00pm– 9:00pm</p>	<p>Exegesis as Inquiry.</p> <p>It all begins with the Reader— Who is it that is reading the text?: Meaning making for Readers and Communities of Faith.</p> <hr/> <p>Bible Translations</p> <hr/> <p>What is the Bible?</p>	<p>Tiffany & Ringe, Ch. 1 Locating the Reader and the Reading Context (pp. 24-54)</p> <p>Tiffany & Ringe, Ch 2 Encountering the Biblical Text (pp. 55-66)</p> <p>Tiffany & Ringe, Ch 3 A Close Reading of the Biblical Text (pp. 67-88)</p> <p>Tiffany & Ringe, Ch. 5 Engaging the Text, Other Readers, Other Communities (pp. 111-128)</p> <hr/> <p>Fee & Stuart, Ch. 2 The Basic Tool: A Good Translation (pp. 36-56)</p> <hr/> <p><i>NISB</i> 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>Weekend #1 Saturday Sept 17</p> <p>Session 3 8:00am– 11:00am</p>	<p>What is an Exegetical Paper?</p> <p>What is Academic Writing?</p> <p>What is Academic citation about?</p> <hr/> <p>Reading the Narratives of the Old Testament:</p> <hr/> <p>Tradition: The Law and The Prophets</p>	<p>Course Document on Populi</p> <ul style="list-style-type: none"> *Guidelines for an Exegetical Project *Web Resources *Some notes on Citation <ul style="list-style-type: none"> *“Organizing a Paper” *“Plagiarism and Citation” * “Writing Resources” <p>https://www.cosohio.org/writing-coach</p> <hr/> <p>Fee & Stuart, Ch. 5 The Old Testament Narratives: Their Proper Use (pp. 93-111)</p> <p>Tiffany & Ringe, Ch 4 Reading Contextually (pp. 89-95)</p> <hr/> <p>Fee & Stuart, Ch. 9 The Laws: Covenant Stipulation for Israel (pp. 168-186)</p> <p>Fee & Stuart, Ch. 10 The Prophets: Enforcing the Covenant in Israel (pp. 187-211)</p> <hr/> <p>Optional Reading:</p> <p>Tiffany & Ringe, Ch 7 Jeremiah 22:24-23:8 (pp. 149-164)</p>
<p>Weekend #1 Saturday Sept 17</p> <p>Session 4 1:00pm– 3:15pm</p>	<p>Genesis</p> <p>Hosea</p> <p>Amos</p>	<p>Suggested Reading:</p> <p><i>NIB-1VC</i>: Genesis (pp.1-32)</p> <p><i>NIB-1VC</i>: Hosea (pp. 482-492)</p> <p><i>NIB-1VC</i>: Amos (pp. 503-507)</p> <p>Tiffany & Ringe, Ch 4 Reading Contextually (pp. 95-110)</p>

<p>Weekend #2 Zoom Session 1</p> <p>Friday, October 14</p> <p>7:00pm- 9:15pm</p>	<p>Poetry and Wisdom</p> <p>Philippians Paul & Epistles</p>	<p>DUE: LM: 10, 11, 13, 14, 15, 17 <i>See pp. 10 and 12 of the syllabus for details on the Lms and the accompanying readings.</i></p> <hr/> <p>Course Document on Populi *Prophecies Concerning Jesus in the Psalms *Notes on Psalms *Hebrew Poetry</p> <p>Fee & Stuart, Ch. 11 The Psalms: Israel's Prayers and Ours (pp. 212-232)</p> <p><i>NIB-IVC</i> Hebrew Poetry (pp. 959-960)</p> <p>Fee & Stuart, Ch.12 Wisdom: Then and Now (pp. 233-257)</p> <hr/> <p>Course Document on Populi *Paul's Letter's Roetzel</p> <p>Fee & Stuart, Ch. 3 The Epistles: Learning to Think Contextually (pp. 57-73)</p> <p>Fee & Stuart, Ch. 4 The Epistles: The Hermeneutical Question (pp. 74-92)</p> <p>Fee & Stuart, Ch 6 Acts: The Question of Historical Precedent (pp. 112-131)</p> <hr/> <p>Suggested Reading:</p> <p><i>NIB-IVC</i>: Philippians (pp. 842-850)</p> <hr/> <p>Optional Reading:</p> <p>Tiffany & Ringe, Ch. 8. Psalm 77 (pp. 165-180)</p> <p>Tiffany & Ringe Ch 10 1Corinthians 11:17-34 (pp. 193-205)</p>
---	--	---

<p>Weekend #2 Zoom Session 2</p> <p>Saturday, October 15</p> <p>9:00am-11:00am</p>	<p>The Gospels: A Close Look at Mark</p> <p>Pulling it all Together</p>	<p>DUE: LM: 10, 11, 13, 14, 15, 17 <i>See pp. 10 and 12 of the syllabus for details on the LMs. and the accompanying readings.</i></p> <hr/> <p>Course Document on Populi <ul style="list-style-type: none"> *Literary Relations of the Synoptics *Ven Diagrams of the Synoptics *The Synoptic Problem </p> <p>Fee & Stuart, Ch. 7 The Gospels: One Story, Many Dimensions (pp. 132-153)</p> <p>Fee & Stuart, Ch. 8 The Parables: Do you Get the Point? (pp. 154-167)</p> <p><i>NIB-1VC</i> Narrative of the N.T. (pp. 967-970)</p> <p>Tiffany & Ringe, Ch. 11 Some Issues in Biblical Interpretation (pp. 205-224)</p> <p>Course Document on Populi <ul style="list-style-type: none"> *Bibliography for Beginning Biblical Studies </p> <p>Fee & Stuart, Appendix: The Evaluation and Use of Commentaries (pp.275-290)</p> <p>Tiffany & Ringe, Ch 12. Selected Resources for Biblical Studies (pp.225-239)</p> <hr/> <p>Suggested Reading:</p> <p><i>NIB-1VC</i> Narrative of the N.T. (pp. 967-970) Mark (pp. 658-678) Preaching the Bible (pp. 995-997)</p> <hr/> <p>Optional Reading: Tiffany & Ringe, Ch. 9 Mark 3:1-6 (pp. 181-192)</p>
---	---	---

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.

Course of Study School of Ohio 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 classroom work shall not receive credit for the class. In the event of extenuating circumstances which require the student to miss up to 20% of a course (4 hours for an in person class or 20% of synchronous time on Zoom for an online course), 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.

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. A \$25.00 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 \$270 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 \$25.00 no show fee is charged, and the student will receive an "F" in the class.