

Fifth Year Course of Study
COS 521, Bible V – Hybrid Fall 2022
September 16 through October 15

Instructor:

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[See syllabus on Populi for phone number]

Contacting me: You may contact me by email (preferred) or phone (if urgent). We can also arrange a phone or Skype etc. meeting if needed.

Greeting:

Welcome to Bible V. I am excited about the opportunity to explore the New Testament with you. I was once a pastor too and working another job at the same time while attending seminary. I know how busy things can get. I have done my best to keep the readings and assignments reasonable and still cover all that needs to be covered. If any of you think that you may have a problem completing an assignment for a given week let me know right away and we can work something out.

I find that students and teachers can learn a great deal from each other and I am sure that will be true here. I am eager to hear about your individual ministry contexts and looking forward to discovering together ways to apply New Testament insights to those various contexts. It is my goal that this course will be helpful to you as a pastor. Thanks and feel free to contact me by e-mail with any questions.

I. Course Description and Goals:

This course focuses on the content and context of the New Testament writings, and the theological emphases of their writers. In addition to Acts and Revelation, Romans, 1-2 Corinthians, Hebrews, James, and 1 John will receive special attention. Students will articulate a theology of scripture.

Course Goals:

1. Distinguish these genres of biblical literature, and understand the major theological themes in these writings.
2. Faithfully exegete these forms of biblical literature.
3. Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day.
4. Articulate the unity and authority of Scripture as a whole.

II. How the course will work

This is a hybrid course, combining online work as well as face to face (f2f) work. There will be a combination of both synchronous engagement and asynchronous engagement. *Synchronous engagement* is done at the same time as everyone else in the course. The obvious and most familiar example of this is in-person learning taking place in a classroom. Another type of synchronous engagement is some kind of audio/visual conferencing such a Zoom. This is synchronous because, once again, all students need to be there at the same time, just not in the

same place. *Asynchronous engagement*, on the other hand, does not require students to engage coursework at the same time. Examples of this are: discussion forums or videos to watch. A course of study course is 20 contact hours. For a MTSO COS hybrid course we do 4 contact hours of synchronous audio/visual engagement via Zoom, 6 contact hours of online asynchronous engagement, and 10 hours of f2f engagement. This particular course will be structured by beginning with the video conferencing, proceeding with the asynchronous online engagement, and ending with the f2f sessions at MTSO's campus.

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.

III. Textbooks

*Students are responsible for obtaining their own books, you may already own some of these from a prior COS courses. These are indicated with an asterisk *:*

A. Required: (we **will** use these books throughout the course)

*Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Second Edition. Grand Rapids, MI: Baker Academic, 2018. NOTE: if you already have edition 1 (2009) you may use it.*

Carter, Warren, and Amy-Jill Levine. *The New Testament: Methods and Meanings*. Nashville: Abingdon Press, 2013.

*Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*, Revised and Expanded Edition. Grand Rapids, MI: Baker Academic, 2010.*

*Harrelson, Walter J. *The New Interpreter's Study Bible: New Revised Standard Version With the Apocrypha*. Abingdon Press, 2003.

B. Reference: (No assigned readings but useful as a reference and will help with assignments)

Kittel, Gerhard, Gerhard Friedrich, and Geoffrey William Bromiley. *Theological Dictionary of the New Testament Abridged in One Volume*. Wm. B. Eerdmans Publishing, 1985.

Pritchard, James B. *HarperCollins Atlas of Bible History*. Zondervan, 2008.

*Powell, Mark Allan. *HarperCollins Bible Dictionary - Revised & Updated*. Rev Upd. HarperOne, 2011.

C. Supplementary: (You won't have required readings from these for class but they are good for a pastor to own.)

deSilva, David A. *Honor, Patronage, Kinship & Purity: Unlocking New Testament Culture*. Downers Grove, Ill.: InterVarsity Press, 2000.

Gorman, Michael J. *Reading Revelation Responsibly: Uncivil Worship and Witness: Following the Lamb into the New Creation*. Eugene, OR: Cascade Books, 2011.

Malina, Bruce J. *Windows on the World of Jesus: Time Travel to Ancient Judea*. Louisville: Westminster John Knox Press, 1993.

Rossing, Barbara R. *The Rapture Exposed: The Message of Hope in the Book of Revelation*. New York: Basic Books Perseus Group, 2005.

IV. Course Schedule:

General:

- ☞ Bring your textbooks
- ☞ Bring your laptops/tablets/i-pads, etc. if you have them, we will look at online resources.
- ☞ As a rule of thumb one should study for two to four hours outside of class per every one contact hour. A COS course is a 20 contact hour course. Taking an average of three hours per contact hour, one spends 20 hours in class plus 60 hours outside of class for the entire length of the course. For reading one can plan on taking an average of 60 minutes per 30 pages (two minutes per page). For writing plan about 60 min. per 1 page. Don't stress out about this. These are just guidelines to help you plan.
- ☞ Thanks and feel free to contact me by e-mail with any questions.

Weekend 1 via Zoom: September 16-17

Zoom sessions: session 1: Friday 7pm – 9pm; session 2: Saturday 9am – 11am

Topics: NT culture; Letters; John 1, 2, and 3; Acts; Revelation;

Readings by topic:

- NT culture:
 - deSilva handout (on website)
- Letters: Powell ch. 10
- Biblical Books and related readings
 - *Note:* you will need to read these early so that you can turn in the assigned Vital Info Sheets prior to class (see assignments section below)
 - 1st, 2nd, and 3rd John: The letters of John; Powell ch. 27; Carter and Levine ch. 20
 - Acts: The book of Acts; Powell ch. 9; Carter and Levine ch. 5
 - Revelation: The book of Revelation; Powell ch. 29; Carter and Levine ch. 21
- Exegesis: Gorman ch. 1-4

Asynchronous online engagement: September 18 – October 14

Topics: More on NT culture; Exegesis; helpful websites and software

Activities:

- Participate in discussion forums (about 3 contact hours)
- Watch videos (about 2 contact hours)
- Review exegetical tutorials (about 1 contact hour)

Weekend 2 on Campus: October 15-16

Topics: Paul; Romans; 1-2 Corinthians; Hebrews, James; Exegesis

Readings by topic:

- Paul: Powell ch. 11
- Biblical books and related readings:
 - *Again*, you will use these readings to complete the assigned Vital Info Sheets
 - Romans: The Book of Romans; Powell ch. 12; Carter and Levine ch. 6
 - 1-2 Corinthians: The books of 1 and 2 Corinthians; Powell ch. 13-14; Carter and Levine ch. 7-8.
 - Hebrews: The book of Hebrews; Powell ch. 23; Carter and Levine ch. 16
 - James: The book of James; Powell ch. 24; Carter and Levine ch. 17
- Exegesis: Gorman chapters 6, 7, 10, appendix B and C

V. Assignments and Evaluation

A. Explanation of assignments and due dates:

- Assignments are due *11:59 pm* at the night of the due date.
- Electronic submission of written work:
 - Assignments will be submitted through the Populi course shell.
 - Assignments should be submitted in MS Word (*.doc or *.docx), Rich Text format (*.rtf) or Adobe Acrobat format (*.pdf). Most word processor programs (even for the Macc, I-Pad and Android) have the capability to save documents in those formats. This is usually accomplished by choosing the “save as” feature on the program and then selecting the “rich text,” “word,” or “PDF” file type.
 - All assignments will be returned to you in Adobe Acrobat (*.pdf) format since this is the most efficient way I have found to comment on the contents of written work. So you will need something like the Adobe Acrobat Reader (free download) or Window’s Edge browser (Native to Windows 10 and above) to read the comments on the graded and returned assignments.
- General instructions on the papers:
 - Cite sources and use a bibliography:
 - Papers will follow Turabian/Chicago Manual of Style standards for reference citation and bibliography
 - This may be footnoting with a bibliography. Don’t use endnotes.
 - This may be author/date/page citation (Powell 2018, 50) with a bibliography. You may find this quicker and easier and is totally acceptable. With this method make sure you include the bibliography otherwise I may not know what work you are citing.
 - Quotations should be placed in quotation marks and quotations over four lines should be single spaced and indented one half inch from the left margin of the main text. See various examples and style sheets in the course main module.
 - For help see:
 - http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
 - <http://hbl.gcc.libguides.com/c.php?g=339562&p=2286665>
 - <http://www.library.georgetown.edu/tutorials/research-guides/turabian-footnote-guide>
 - <http://www.library.georgetown.edu/tutorials/research-guides/turabian-paren-guide>

- The Purdue University Online Writing Lab (OWL) is an excellent resource for research, academic writing, and citation overall:
https://owl.purdue.edu/owl/purdue_owl.html
 - Quoting verbatim or nearly verbatim from a print, electronic, or internet source *must* be indicated as a quotation and the source cited. Also, when using information or an idea from a particular source it *must* be cited. Failure to do so will result in one or more consequences listed in the Academic Honor Policy below.
- **For the Vital Information Sheets**
 - Each paper will report very basic information in a concise way on a biblical book (or grouping of books in the case of the letters of John)
 - The goal is to have a ready reference for you to use later in ministry
 - 1. **Instructions** for the Vital Info Sheets (VIS)
 - a. No more than two pages single spaced
 - b. **DUE:**
 - 1) One VIS each on the Letters of John (1, 2, and 3 in one VIS); Acts; Revelation; **DUE Thursday 9/15** 11:59 pm. This is your pre-work and is submitted before the first Zoom meeting on Friday)
 - 2) One VIS on each of: Romans; 1st Corinthians; 2nd Corinthians; Hebrews; James; **DUE Monday 10/13** 11:59 pm
 - c. Taken primarily from the readings from Powell, Carter and Levine, the (approved) study Bible, and from any other material that might be assigned.
 - d. Will contain information on the particular book of the bible assigned.
 - e. Will address the following:
 - 1) Authorship
 - 2) Date
 - 3) Place (where was it written and where was it received)
 - 4) Audience
 - 5) Exigence (why was it written)
 - 6) Summary of the message
 - f. Basically you are answering: WHO (author) said WHAT (content, major themes) to WHOM (audience)? WHEN (date) did they say it? WHERE was it said (place of writing)? WHERE was it heard (audience location)? WHY (exigence) did the author say it?
 - g. The purpose of these “Vital Info Sheets” is so that *you will have a ready reference* each time you prepare to preach or teach from one of these biblical books.
 - h. With that in mind:
 - 1) Don’t worry about form. The sheet can be in outline form with bullet points etc. and organized in a way helpful to you in later ministry, just as long as it contains the info listed above.
- **For the exegetical exercises**
 - Each paper will report the findings of an exegetical method. (This is the “what” of the paper)
 - Each paper will conclude with how the information discovered will affect preaching and teaching or other application within your ministry contxt. (This is the “so what” of your paper.)
 - 2. Exegetical Exercise on Literary context (**2-3 pages** double spaced)

- a. **DUE Friday 9/23** 11:59 pm
 - b. Passage: James 2:14-17
 - c. See course assignment page for instructions and more information.
3. Exegetical Exercise on Historical background/rhetorical exigence (**6-7 pages** double spaced)
- a. **DUE Friday 10/3** 11:59 pm
 - b. Passage: 1 John (the whole epistle)
 - c. See course assignment page for instructions and more information.
4. Exegetical Exercise on Detailed Analysis/Close Reading (**6-7 pages** double spaced)
- a. **DUE Wednesday 10/18** 11:59 pm
 - b. Passage: Romans 3:21-26
 - c. See course assignment page for instructions and more information.
 - 1) Citations should be a simple author and page number in parenthesis method, such as (Powell, 200) or (Harrelson, 1953), placed beside a bit of info so later you will be able to find it.

B. Assignments by Due Date:

Info Sheets on the Letters of John (1, 2, and 3 in one VIS); Acts; Revelation	9/15
Exegetical Exercise on Literary context	9/23
Exegetical Exercise on Historical background/rhetorical exigence	10/3
Info sheets on Romans; 1 st Corinthians; 2 nd Corinthians; Hebrews; James	10/13
Exegetical Exercise on Detailed Analysis/Close Reading (This is due the Tuesday after our final session in order to allow you time to complete it after receiving instruction on the exegetical method during our final session.)	10/18

C. Grading:

- Letter grades will be assessed
- The weighting of assignments are as follows:

Element	% Value
Historical background/rhetorical exigence	20
Literary context	15
Detailed analysis/close reading	25
Vital Information Sheets (total of 8 for 2.5% each)	20
Participation	20
Total	100

*Note: I have assigned a percent value to assess the quality of student interaction which should reflect familiarity with the course content and reading material and thoughtful response to the comments of others. This includes *both* the online discussion forums and the synchronous (face to face and Zoom) engagement. However, simply *not participating* at all or a large amount of unexcused attendance may result in a greater reduction in the student's final grade than the total percentage assigned to this element and possibly failure of the course. Remember as stated above, the General Board of Higher Education and Ministry allows only 20% or 4 contact hours of absence.

D. ACADEMIC HONOR POLICY

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling academic requirements must be the original work of the student. Violations of academic honor include any action by a student indicating lack of integrity in academic ethics. Violations include, but are not limited to, cheating and plagiarism. 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 the published or unpublished words or ideas of another [including online resources] as if it were one's own work. A writer's work should be regarded as his or her own property. Any person who knowingly (whether intentionally or unintentionally) 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.

VI. Bibliography of recommended resources

A. Study Bibles

Harrelson, Walter J. *The New Interpreter's Study Bible: New Revised Standard Version With the Apocrypha*. Abingdon Press, 2003. (Most recommended of the three)

Attridge, Harold W., and Society Of Biblical Literature. *HarperCollins Study Bible - Student Edition: Fully Revised & Updated*. Rev Upd. HarperOne, 2006

Coogan, Michael D., Marc Z. Brettler, Carol A. Newsom, and PHEME PERKINS. *The New Oxford Annotated Bible with Apocrypha: New Revised Standard Version*. Fourth Edition. Oxford University Press, USA, 2010.

Renovare, Richard J. Foster, Dallas Willard, Walter Brueggemann, Eugene H. Peterson, Bruce Demarest, et al. *The Life with God Bible NRSV*. HarperOne, 2009.

[NOTE: This is a more "devotional" oriented annotated bible written by sound biblical scholars. You may want to supplement your primary study bible with this.]

B. Bible Dictionaries
 1. One Volume

Freedman, David Noel, Astrid B. Beck, and Allen C. Myers, eds. *Eerdmans Dictionary of the Bible*. William B. Eerdmans Publishing Company, 2000.

Powell, Mark Allan. *HarperCollins Bible Dictionary - Revised & Updated*. HarperOne, 2011.
 2. Multi Volume

Freedman, David Noel. *The Anchor Bible Dictionary*. 6 vol. Bantam Doubleday Dell Publishing Group, Inc., 1992.

Sakenfeld, Katharine Doob. *The New Interpreters Dictionary of the Bible*. 5 vol. Nashville, TN: Abingdon Press, 2009.

C. Biblical world

deSilva, David A. *Honor, Patronage, Kinship & Purity: Unlocking New Testament Culture*. Downers Grove, Ill.: InterVarsity Press, 2000.

Malina, Bruce J. *Windows on the World of Jesus: Time Travel to Ancient Judea*. Louisville: Westminster John Knox Press, 1993.

D. One Volume Commentaries
 1. General

Barton, John, and John Muddiman, eds. *The Oxford Bible Commentary*. 1St ed. Oxford University Press, USA, 2001.

Brown, Raymond E., Roland Murphy, and Joseph A. Fitzmyer. *New Jerome Biblical Commentary*. Continuum, 2003.

Dunn, James D. G., ed. *Eerdmans Commentary on the Bible*. Wm. B. Eerdmans Publishing Company, 2003.

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

Mays, James L. *HarperCollins Bible Commentary - Revised Edition*. Rev Sub. HarperOne, 2000.

2. Written with social location in mind

Blount, Brian K., Cain Hope Felder, Clarice J. Martin, and Emerson B. Powery, eds. *True to Our Native Land: An African American New Testament Commentary*. Fortress Press, 2007.

Newsom, Carol A., and Sharon H. Ringe. *The Women's Bible Commentary - expanded*. Expanded. Westminster John Knox Press, 1998.

Patte, Daniel. *Global Bible Commentary*. First ed. Abingdon Press, 2004. [NOTE: highly recommended]

E. Multi Volume Commentaries or Commentary Series

- Abingdon New Testament Commentaries
- Anchor Bible Commentaries
- Augsburg Commentary on the New Testament
- Black's New Testament Commentaries
- Feminist Companion
- Hermeneia (requires biblical languages)
- Interpretation
- New Cambridge Bible Commentary
- Sacra Pagina
- New International Commentary on the New Testament
- New Interpreter's Bible (a recent edition)
- New Testament Readings
- Westminster Bible Companion
- Word Biblical Commentary