

# **COURSE OF STUDY SCHOOL OF OHIO at MTSO**

**Spring 2026**

**April 17-18 & May 8-9**

## **Online Edition**

### ***COS 121 – Bible I: Introduction***

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### **Zoom Sessions**

**April 17, 7:00pm– 9:00pm**

**April 18, 9:00am– 11:00am and 1:00pm– 3:00pm**

**May 8, 7:00pm– 9:00pm**

**May 9, 9:00am– 11:00am and 1:00pm– 3:00pm**

**Note:** The Zoom Link will be provided on Populi the week before the class begins.

## **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 the work you are required to do. Since this is often the very first COS course most students take, 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.** This syllabus is designed to be a tool to help you learn how to become a more effective Minister of the Gospel. It is *not* supposed to be a burden or barrier to your learning or to your ministry.

**A syllabus is a tool  
to facilitate  
learning not a  
burden or barrier  
to prevent learning.**

Since we will meet together as a class for 12 hours over Zoom, I have designed Learning Modules (Lessons) for you to complete in order to fulfill the 20-hour instruction requirement established by the General Board of Higher Education and Ministry for COSSO classes. This syllabus provides the information you need to succeed in this online 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*. 4<sup>th</sup> 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 need a good Bible Dictionary in their library. It is a useful tool for your future COSSO Bible classes. For most, a one-volume Bible Dictionary will serve your needs. COSSO recommends:



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. The two best 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).

## 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 aid you in preparing to **write** the required essays and the final exegetical project.

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!**

This class will challenge us 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 and others. If you have *any* questions about *any* aspect of the course, do not hesitate to contact the instructor.

## Online Instruction

You will need to complete Learning Modules in Populi called Lessons ideally *before* each Zoom session. Each Learning Module (Lesson), consists of an Audio PowerPoint and a series of short responses which Populi calls tests. Do **not** think of them as traditional tests. They are open-book and open-note experiences designed to help you learn. I have uploaded the Audio PowerPoint in two formats. One of them is a downloadable PowerPoint format. This is helpful for those who wish to keep them for future use. The second format is a Vimeo video. This does not require a download. There are also PDF files containing the slides without any audio instructions.

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.



## Course Requirements and Grading Percentages

1. **Populi Lessons (Learning Modules):** Some of these are to be completed in lieu of face-to-face instruction. You will not need to view some of the PowerPoints before class sessions since we will go over them in class. However, you will need to complete the questions for each of the modules.
  - a. Weekend One pre-class Modules **Due:** 12:00 P.M. April 17.
  - b. Weekend Two pre-class Modules **Due:** 12:00 P.M. May 8. **15%**
2. **Encounter with the TEXT Journals.**
  - a. Mark (2-3 pages).  
**Due:** 12:00 P.M. Saturday, April 18 **13%**
  - b. Philippians (2-3 pages).  
**Due:** 12:00 P.M. Saturday, April 18 **13%**
  - c. Genesis 11-25, (2-3 pages).  
**Due:** 12:00 P.M. Saturday, May 9 **13%**
  - d. Hosea, and Amos (2-3 pages).  
**Due:** 12:00 P.M. Saturday, May 9 **13%**
3. **Who I am as a Biblical Interpreter Essay** (4 pages Minimum)  
**Due:** 12:00 P.M. Friday, **April 17** **13%**
4. **Exegetical Project** (7 pages Minimum). **20%**  
**Due:** 12:00 P.M. Thursday, **May 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** after reading these biblical texts this time.

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.** These assignments are due *before* the class session in which the Biblical book is to be discussed.

- |                                      |   |
|--------------------------------------|---|
| • <b>Mark</b> (2-3 pages)            | <b>Due:</b> 12:00 P.M. Saturday, April 18 |
| • <b>Philippians</b> (2-3 pages)     | <b>Due:</b> 12:00 P.M. Saturday, April 18 |
| • <b>Genesis 11-25</b> (2-3 pages)   | <b>Due:</b> 12:00 P.M. Saturday, May 9    |
| • <b>Hosea, and Amos</b> (2-3 pages) | <b>Due:</b> 12:00 P.M. Saturday, May 9    |

Read with curiosity.

Read with 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 attuned to the voice of the Holy Spirit speaking to you today.

**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 what happened as a result of *your* reading. What did you discover *about* the text? What problems do you have *with* the text? What is God speaking to you *through* this text? Include:

- observations,
- discoveries,
- insights,
- analyses,
- burning and gnawing questions,
- discomforts,
- pondering,
- musings,
- ruminations,
- things which confirm your faith or theology,
- things which challenge your faith or theology,
- how the Holy Spirit is convicting you about ways in which you need to change,
- how this passage speaks to you about the practice of ministry,



- things which give you pause,
- things which make you wonder,
- Things which grab you and will *not* let you go.

I am ***not*** asking you to write a commentary on every detail or every verse. 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 or 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. Remember to budget your time wisely. Two to three (2-3) pages are a minimum not a maximum. 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** fulfills the requirement of this assignment. These journals should aid your learning, ***not*** be an extra burden.

In each Journal submission, include:

- (1) Comments on each of 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 by 12:00 P.M. **April 18 and May 9.**
- (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. You may take pictures of your drawings to be included in your Journal.

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.

- (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 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, discuss how your life story, the

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



unique experiences of your life and your faith journey, shape **you** as an interpreter. Intentional personal reflection requires time.

What I want **you** to see is how **your** life story, **your** biography influences, shapes, and enriches the way **you** read and interpret Scripture.

For this assignment, 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**. As a model on pp. 49-52, **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 12:00 P.M. Friday, **April 17**. 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 in detail. We will discuss this requirement in class. If you have any questions, do not hesitate to ask.



This project is **Due no later than: 12:00 P.M. Wednesday, May, 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 are our primary goals. We will instruct you in the process academic exegetical writing.

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> ).



The basic parameters for the Exegetical Project are listed below.

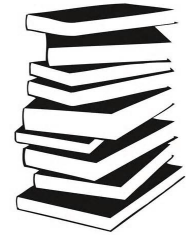
- Consult at least three (3) academic sources beyond the textbooks.
- The length should be at least seven (7) pages.
  - **Four (4) pages** minimum of exegetical observations and research.
  - **Two (2) pages** minimum consisting of a sermon precis utilizing the insights from your exegesis which are 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 their current needs are.
  - **One-half (½) page** minimum reflection on the process of writing this 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.
- Footnotes and bibliography should follow the Turabian (Chicago) Citation Style.

We will discuss the details of this assignment in class. There are also detailed documents on Populi discussing this assignment as well as an example.



## 4. Textbook Readings:

Reading the textbooks and reference resources 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 study the Bible, the better you will be able to expound the Bible and minister biblically to the needs of people. Succeeding in this course will equip you for future COSSO courses and equip you for a more faithful pastor.



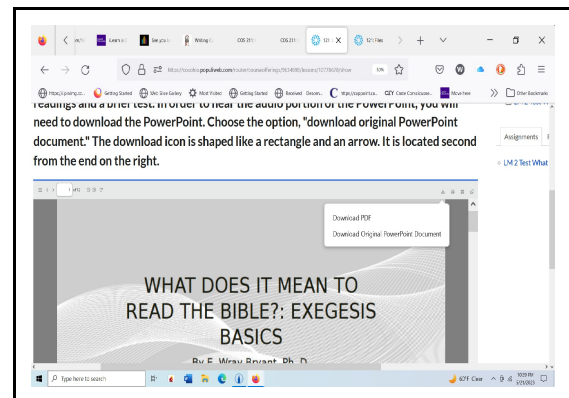
## A Note on How to Read The Textbooks:

It is easy to become overwhelmed by the quantity of material in the textbooks and thus miss the BIG PICTURE. **Mastering every detail in the readings is *not* the goal.** Survey the 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. Later, you can go back and uncover more and more of the details.

## 5. Learning Modules (Lessons):

Complete the assigned Learning Modules. Each Learning Module consists of an Audio PowerPoint and a few questions. I will be going over some of these PowerPoints in class. Thus, for some of the modules, you will just need to complete the question sections. However, you should feel free to download all of the audio PowerPoints for future use.

*In order to hear the audio portion of the PowerPoint and see the slides properly, you must download the PowerPoint to your computer. They are large files, so this may take some time to download them.* Choose the option, "download original PowerPoint document." The download icon is shaped like a rectangle with an arrow.



### Vimeo Format

I have also uploaded the PowerPoints as Vimeo videos. You can view them in this format **without** going through the download procedure which I outlined above. You only need to download the Audio PowerPoint if you want to save them for future reference.

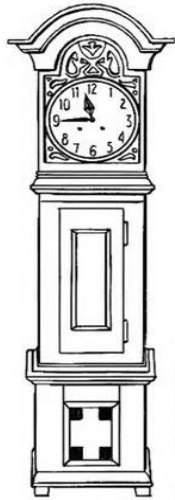
### PDF Format

I have also uploaded PDF versions of the sides of each PowerPoint. They do not contain the audio part of the presentation. You may find them useful for future reference.



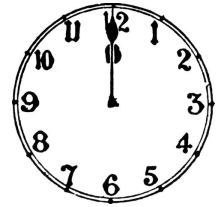
## 6. Zoom Sessions:

We will meet together by Zoom for six sessions (12 hrs) over two weekends. Come prepared to discuss the material assigned for each session.



### A Note on Time Management

In ministry, there is never 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, sometimes an unexpected event or crisis will develop which requires your time and energy. **Do the best you can with the time and energy you have.**



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. Do the Bible readings and complete as many of the “Encounter with the TEXT” assignments as you can.
3. Read as much of textbooks as you can. Read for the “Big Picture.” Don’t try to master every detail.
4. Complete as many of the Learning Modules (lessons) as you can.
5. Select the passage from Mark which you would like to use for your exegetical project.
6. 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.
7. Time is certainly a premium for all of us. Ideally, you would have the time to do all the reading and all the Learning Modules. Life and ministry will often prevent that from happening. Realize you will need to make choices. Pray as you prioritize your life, ministry, and study.
8. When you need to prioritize, refer to page 4 of the syllabus where you will find the weight for each assignment. This will help you with your choices.



Don't let your desire for **perfection** prevent you from doing **good** and **acceptable** work.

Meditate on St. Paul's advice in Romans 12:1-2.



## Class Schedule

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

<b>Date and Time</b>	<b>Topics</b>	<b>Learning Modules and Additional Reading.</b>
<b>Weekend #1 Zoom Session</b>  <b>Friday</b>  <b>April 17</b>  <b>7:00pm- 9:00pm</b>	<b>Introduction</b> <b>Exegesis</b> <b>Exegetical Paper</b>	<p><b>Note:</b> In the chart which follows this Class Schedule chart, I have listed the readings which correlate to each of Learning Modules. Do you best to complete as much of the readings as possible <i>before</i> the class session.</p> <p><b>LM 2 Reading the Bible</b></p> <p><b>LM 4 Bible Translations– We will go over this PowerPoint in Class. Complete the Test after the class session.</b></p> <p><b>LM 5 What is an Exegetical Paper— We will go over this PowerPoint in Class. Complete the Test after the class session.</b></p> <p><b>LM 6 What is academic writing– This Module may be completed after the class session.</b></p> <p><b>LM 7 Academic Citation– We will go over this PowerPoint in Class. Complete the Test after the class session.</b></p> <p><b>LM 13 Paul and Epistles– We will go over this PowerPoint in Class.</b></p> <p><b>LM 15 Gospel Criticism We will go over this PowerPoint in Class.</b></p>



<b>Weekend #1 Zoom Sessions</b>  <b>Saturday,</b>  <b>April 18</b>  <b>Morning Session</b> <b>9:00am-11:00am</b>  <b>Afternoon Session</b> <b>1:00pm-3:00pm</b>	<b>Academic Writing</b>  <b>The Gospels: A Close Look at Mark</b>  <b>Paul &amp; Epistles: Philippians</b>	<b>DUE: LM: See the list above</b>  <hr/> <b>Optional Reading:</b>  <i>NIB-1VC</i> Narrative of the N.T. (pp. 967-970) Mark (pp. 658-678) Philippians (pp. 842-850)
<b>Weekend #2 Zoom Session</b>  <b>Friday</b>  <b>May 8</b>  <b>7:00pm- 9:00pm</b>		<b>DUE:</b> <b>LM 8 Old Testament Narratives</b>  <b>LM 9 Tradition: The Law and the Prophets</b>  <b>LM 10 A Closer look at the Reader</b>  <b>LM 11 Poetry and Wisdom</b>  <b>LM 17 Pulling it all together</b>
<b>Weekend #2 Zoom Session</b>  <b>Saturday,</b>  <b>May 9</b> <b>Morning</b> <b>9:00am-11:00am</b>  <b>Afternoon</b> <b>1:00pm– 3:00pm</b>	<b>Genesis</b>  <b>Hosea</b> <b>Amos</b>	<b>DUE: LM: See list for Friday above</b>  <hr/> <b>Optional Reading:</b>  <i>NIB-1VC</i> : Genesis (pp.1-32)  <i>NIB-1VC</i> : Hosea (pp. 482-492)  <i>NIB-1VC</i> : Amos (pp. 503-507)



## The List of All The Learning Modules and The Correlated Readings

	<b>Module Topic</b>	<b>Correlated Readings</b>
<b>LM 2</b>	<p><b>What does it mean to read the Bible?</b></p> <p><b>What are basic methods and procedures of Exegesis?</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>Tiffany &amp; Ringe</b>, Ch 3 A Close Reading of the Biblical Text (pp. 67-88)</p> <hr/> <p><b>Optional 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>
<b>LM 4</b>	<b>Bible Translations</b>	<p><b>Fee &amp; Stuart</b>, Ch. 2 The Basic Tool: A Good Translation (pp. 36-56)</p>
<b>LM 5</b>	<b>What is an Exegetical Paper?</b>	<p><b>Course Document on Populi</b></p> <p>*Guidelines for an Exegetical Project</p> <p>*Web Resources</p>
<b>LM 6</b>	<b>What is Academic Writing?</b>	<p>Dr. Trad Nogueira-Godsey</p> <p><a href="https://www.cosohio.org/writing-coach">https://www.cosohio.org/writing-coach</a> “Organizing a Paper”</p>



<b>LM 7</b>	<b>What is Academic citation about?</b>	<b>Course Document on Populi</b> <b>*Some notes on Citation</b>  <a href="https://www.cosohio.org/writing-coach">https://www.cosohio.org/writing-coach</a> “Plagiarism and Citation” “Writing Resources”
<b>LM 8</b>	<b>Reading the Narratives of the Old Testament:</b>	<b>Fee &amp; Stuart, Ch. 5</b> The Old Testament Narratives: Their Proper Use (pp. 93-111)  <b>Tiffany &amp; Ringe, Ch 4</b> Reading Contextually (pp. 89-95)
<b>LM 9</b>	<b>Tradition: The Law and The Prophets</b>  <b>Social Scientific</b>	<b>Fee &amp; Stuart, Ch. 9</b> The Laws: Covenant Stipulation for Israel (pp. 168-186)  <b>Fee &amp; Stuart, Ch. 10</b> The Prophets: Enforcing the Covenant in Israel (pp. 187-211)
<b>LM 10</b>	<b>A Closer Look at Readers: Ideological Criticisms</b>	<b>Tiffany &amp; Ringe, Ch. 5</b> Engaging the Text, Other Readers, Other Communities (pp. 111-12)
<b>LM 11</b>	<b>Poetry and Wisdom</b>	<b>Course Document on Populi</b> <b>*Prophecies Concerning Jesus in the Psalms</b> <b>*Notes on Psalms</b> <b>*Hebrew Poetry</b>  <b>Fee &amp; Stuart, Ch. 11</b> The Psalms: Israel’s Prayers and Ours (pp. 212-232)  <b>Fee &amp; Stuart, Ch.12</b> Wisdom: Then and Now (pp. 233-257)  <hr/> <b>Optional Reading:</b>  <i>NIB-IVC</i> Hebrew Poetry (pp. 959-960)



<b>LM 13</b>	<b>Paul and Epistles</b>	<b>Course Document on Populi</b> <b>*Paul's Letter's Roetzel</b>  <b>Fee &amp; Stuart, Ch. 3</b> The Epistles: Learning to Think Contextually (pp. 57-73)  <b>Fee &amp; Stuart, Ch. 4</b> The Epistles: The Hermeneutical Questions (pp. 74-92)  <b>Fee &amp; Stuart, Ch 6</b> Acts: The Question of Historical Precedent (pp. 112-131)
<b>LM 15</b>	<b>Gospel Criticism: Source Redaction Rhetorical</b>	<b>Course Document on Populi</b> <b>*Literary Relations of the Synoptics</b> <b>*Ven Diagrams of the Synoptics</b> <b>*The Synoptic Problem</b>  <b>Fee &amp; Stuart, Ch. 7</b> The Gospels: One Story, Many Dimensions (pp. 132-153)  <b>Fee &amp; Stuart, Ch. 8</b> The Parables: Do you Get the Point? (pp. 154-167)  <hr/> <b>Optional Reading:</b>  <i>NIB-1VC</i> Narrative of the N.T. (pp. 967-970)
<b>LM 17</b>	<b>Pulling it all Together</b>	<b>Tiffany &amp; Ringe, Ch. 11</b> Some Issues in Biblical Interpretation (pp. 205-224)  <i>NIB-1VC</i> Preaching the Bible (pp. 995-997)

## 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 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 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.

### **COSSO 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 class sessions shall not receive credit for the class. In the event of extenuating circumstances which require the student to miss up to 20% of the synchronous course time (whether in-person or on Zoom), 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. Students are to provide back-up coverage at the local church while attending COS classes.)

Students attending online are required to show their faces the entire class time in order to be considered present, unless internet bandwidth issues or emergency circumstances (e.g., a power outage) necessitate turning off one's camera or calling in to class by phone. You are expected to attend class as you would in a face-to-face classroom (e.g, not driving). During asynchronous class time, faculty may monitor time used in posting and responding to colleagues to track your participation.

#### ● **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 and unpaid registration fees are still due if withdrawing past the registration deadline. A \$50.00 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 \$300.00 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 \$50.00 no show fee is charged, and the student will receive an "F" in the class.