

**COURSE OF STUDY SCHOOL OF OHIO at MTSO
Winter 2020**

February 14-15, (Make up, Feb 21-22) & March 13-14, (Make up, March 20-21)

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. ISBN-13: 978-0687278329.

Reference (required): Bible Dictionary

It is recommended that all COS students have in their library a good Bible Dictionary. This tool will prove to be a very useful tool in future COS Bible classes.

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

Access to a multi-volume resource will provide encyclopedic amounts of information. However, these are 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. ISBN-13: 978-0687333462.

Course Philosophy and Pedagogy

In this course, you will need to read, think, and write about the biblical text. You will also need to read research textbooks and scholarly materials in order to maximize class time and to finish the required exegetical project. You will also need to think deeply about ministry.

You are not alone in this venture. Our weekend class sessions are times to explore together the biblical text and our various contexts of ministry. Many questions will come to your mind. Do not hesitate to ask questions in class or in written assignments. It is also appropriate to ask questions of the Instructor via email.

Requirements and Grading

1. Encounter with the TEXT Journals. **35%**
Genesis 11-25, Hosea, and Amos (2 pages). **Due** 12:00PM, Thursday, **February 13**.
Mark and Philippians (2 pages). **Due** 12:00PM, Thursday, **March 12**.
2. Who I am as a Biblical Interpreter Essay (2-3 pages). **15%**
Due 12:00PM, Thursday, **February 12**.
3. Exegetical Project (7 pages). **Due** 10:00PM, Tuesday, **March 24**, **50%**

Explanation of Course Requirements

1. Encounters With the TEXT Journals: This assignment consists of two parts: (1) reading the bible and (2) writing about what you read.

First Part: Bible Reading. This pre-class assignment is due before each weekend.

- First Weekend Readings: **Genesis 11-25, Hosea, and Amos.**
- Second Weekend Readings: **Mark and Philippians.**

As Dr. Paul Kim suggests, we, “Read carefully, critically, and creatively.” He further advises you to, “Read as if you have never read those chapters/books before...do not take anything for granted...” 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, a quest to know God and obey God’s commandments.

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

– A. T. Robertson, New Testament Professor, Eminent Greek Grammarian.

Second Part: Journal Write: Writing is a form of learning. For each weekend’s Scripture readings, write down the discoveries you made as a result of your readings. These may include insights, observations, and questions *about* the text or problems you 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 or do research. What is important is *your* engagement with the biblical text. I am only requiring a total of two (2) pages of observations/questions for each weekend’s Scripture readings. It is easy to get carried away and write many more pages. If you have the time and the energy to actually write more you may do so. Let me underscore that the total length requirement of this assignment is *only* two (2) pages per weekend.

Make sure to include some comments for each of the biblical books which are assigned for the course – **Genesis 11-25, Hosea, Amos**, for week one; **Mark**, and **Philippians** for week two. Your responses should be typed and emailed to me by 12:00PM on Thursday, **February 13** and 12:00PM on Thursday, **March 12**. Journals should begin with your name, email address, and date. Identify the passage, at least by chapter, which generated your comment. Before you upload the file, please name the file in this form “Your Last Name, Questions Week One” or “Your Name, Questions Week Two”.

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. Read “Locating the Reader and the Reading Context” in **Tiffany & Ringe** (pp. 24-53). Then, using the model of **Tiffany & Ringe** on pp. 49-53 as a guide, put on paper who *you* are as a biblical interpreter. The clearer you are about what you bring to the table, the more intentional and skilled you will be as a biblical interpreter. Be concise. This assignment can be completed in two (2) to three (3) pages. However, you may find writing more to be personally helpful. This assignment should be submitted by email by 12:00PM Thursday, **February 13**. This document should begin with your name, email address, date, and title. Before you upload the file, please name the file in this form “Your Last Name, Who I Am as a Biblical Interpreter”.

3. Exegetical Project: By 10:00PM on **March 24**, you will need to submit to me electronically an exegetical project. This document should begin with your name, email address, date, and title. Before you upload the file, please name the file in this form “Your Last Name, Exegetical Project Mark chapter number.verse numbers” example: “Bryant Exegetical Project Mark 4.35-41”. 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.

On the first day of class, I will provide you with a handout explaining how to do this exegetical project. Briefly, here are some of the expectations for the exegetical project. The exegetical project should be at least seven (7) pages, double-spaced, and 12pt font. Footnotes and bibliography should conform to Chicago Style Citation.

For some of you, it may have been a long time since you have written a paper. You will be provided instruction in paper writing and academic citation. I have prepared a handout on basic academic citations to give you models to follow for citations. The Course of Study School website has several very helpful webpages on Writing Resources, Plagiarism and Citations, and Organizing a Paper. These will be helpful for you in **ALL** your COS 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). Please take full advantage of his coaching and instruction.

Ideally, you will have chosen the passage for your exegetical project, or at least narrowed it down, before you arrive for the March session.

The basic parameters for this assignment are:

- Consult at least three (3) academic sources beyond the textbooks.
- The length should be at least seven (7) pages
- Four (4) pages will consist of exegetical research.
- Two (2) pages which will consist of a sermon precis utilizing the insights for your exegesis to construct a sermon appropriate for your particular ministry context.
- One-half ($\frac{1}{2}$) page description of the people to whom this sermon will be preached. Identify who they are and what needs they currently may have.
- One-half ($\frac{1}{2}$) page reflection on the process of writing this exegetical project addressing these questions: What challenges did you face in completing this project? What did you have to leave out? What do you wish you could have included?

4. Textbook Readings: Reading and studying the textbooks and reference resources for this course are essential for your learning. These materials provide you with the foundational knowledge and skills you need for doing the research and exegetical assignments in all the other COS Bible Courses. The readings will also acquaint you with the technical, scholarly, and professional vocabulary of the academic discipline of Biblical Studies. The better equipped you are to personally study the Bible, the better you will be able to teach and preach the Bible.

Read and digest the assignments from the textbooks thoroughly before each weekend. It is highly recommended that you write down at least one observation or question for each of the assigned readings.

Class Schedule

NISB= The New Interpreter's Study Bible

NIB-1VC = The New Interpreter's Bible One Volume Commentary.

Date and Time	Topic	Required Reading
February 14 3:30-6:00	Introduction to the Course What is the Bible? What does it mean to read the Bible? What are basic methods and procedures of Exegesis?	<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>Fee & Stuart, Ch. 1 The Need to Interpret (pp 21- 35)</p> <p>Hayes & Holladay, Ch. 1 Introducing Exegesis (pp. 1-32)</p> <p>Tiffany & Ringe, An Introduction to This Roadmap (pp. 13-24)</p> <p>Hayes & Holladay, Ch. 12 Integrating Exegetical Procedures (pp. 178-189)</p> <p>Hayes & Holladay, Ch. 10 Canonical Criticism: The Sacred Text of Synagogue and Church (pp.152-165)</p>

<p>February 14 7:00-9:00</p>	<p>It all begins with the Reader—Who is it that is reading the text?</p> <p>Exegesis as inquiry <i>and</i> meaning making for readers and communities of faith</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>
<p>February 15 8:00-11:20</p>	<p>Genesis Text Composition Narrative</p>	<p>Fee & Stuart, Ch. 2 The Basic Tool: A Good Translation (pp. 36-56)</p> <p>Hayes & Holladay, Ch. 3 Historical Criticism: The setting in Time and Place (pp. 53-70)</p> <p>Fee & Stuart, Ch. 5 The Old Testament Narratives: Their Proper Use (pp. 93-111)</p> <p>Hayes & Holladay, Ch. 5 Literary Criticism: The Composition and Rhetorical Style of the Text (pp. 90-102)</p> <p>Tiffany & Ringe, Ch 4 Reading Contextually (pp. 89-95)</p> <p><i>NIB-IVC</i> Genesis (pp.1-32)</p> <p>Optional Reading:</p> <p>Hayes & Holladay, Ch. 2 Textual Criticism: The Quest for the Original Wording (pp. 34-49)</p>

<p>February 15 1:00-3:15 Part 1</p>	<p>Hosea Metaphors Tradition History</p>	<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> <p>Hayes & Holladay, Ch. 7 Tradition Criticism: The Stages Behind the Text (pp. 115-125)</p> <p><i>NIB-IVC</i> Hosea (pp. 482-492)</p> <p>Optional Reading:</p> <p>Tiffany & Ringe, Ch 7 Jeremiah 22:24-23:8 (pp. 149-164)</p>
<p>February 15 1:00-3:15 Part 2</p>	<p>Amos Social Scientific</p>	<p>Hayes & Holladay, Ch. 6 Form Criticism: The Genre and Life setting of the Text (pp. 104-113)</p> <p><i>NIB-IVC</i> Amos (pp. 503-507)</p> <p>Optional Reading:</p> <p>Tiffany & Ringe, Ch 4 Reading Contextually (pp. 95-110)</p>

<p>March 12 3:30-6:00</p>	<p>Poetry and Wisdom</p> <p>A Closer look at Readers: Ideological Criticisms</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> <p>Tiffany & Ringe, Ch. 8. Psalm 77 (pp. 165-180)</p> <p>Hayes & Holladay, Ch.11 Exegesis with a Special Focus: Cultural, Economic, Ethnic, Gender, and Sexual Perspectives (pp. 167-176)</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>March 12 7:00-9:00</p>	<p>Philippians Paul & Epistles</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 Questions (pp. 74-92)</p> <p><i>NIB-IVC</i> Philippians (842-850)</p> <p>Optional Reading:</p> <p>Tiffany & Ringe Ch 10 1Corinthians 11:17-34 (pp. 193-205)</p>

<p>March 13 8:00-10:55</p>	<p>Mark Redaction Rhetorical</p>	<p>Fee & Stuart, Ch. 7 The Gospels: One Story, Many Dimensions (pp. 132-153)</p> <p>Hayes & Holladay, Ch. 8 Redaction Criticism: the Final Viewpoint and Theology (pp.127-137)</p> <p>Fee & Stuart, Ch. 8 The Parables: Do you Get the Point? (pp. 154-167)</p> <p>Hayes & Holladay, Ch. 9 Structuralist Criticism: The Universals in the Text (pp. 139- 50)</p> <p>Tiffany & Ringe, Ch. 9 Mark 3:1-6 (pp. 181-192)</p> <p><i>NIB-IVC</i> Narrative of the N.T. (pp. 967-970) Mark (pp. 658-678)</p>
<p>March 13 1:00-3:15</p>	<p>Odds and ends</p>	<p>Fee & Stuart, Ch. 13 Revelation: Images of Judgment and Hope (pp. 258-274)</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> <p>Hayes & Holladay Ch.13 Employing the Fruits of Biblical Exegesis (pp. 191-211)</p> <p>Tiffany & Ringe, Ch. 11 Some Issues in Biblical Interpretation (pp. 205-224)</p> <p><i>NIB-IVC</i> Preaching the Bible (pp. 995-997)</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.