

COS #321 –BIBLE III
GOSPELS

COURSE OF STUDY SCHOOL OF OHIO
West Virginia Extension
Spring Heights Education Center
Fall Term 2017

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I. COURSE DESCRIPTION:

This course focuses on the content and message of the Gospels, as well as the theological perspectives of the Gospel writers. The practice of exegesis will be emphasized.
(Objectives, COS Revised Curriculum-2014)

II. TEXTBOOKS:

Required Reading:

Powell, Mark A., *Introducing the New Testament: A Historical, Literary, and Theological Survey*, Baker Book House, Grand Rapids, 2009; ISBN: 9780801028687.

Murphy, Frederick J., *An Introduction to Jesus and the Gospels*, Abingdon Press, Nashville, 2005; ISBN: 9781426749155.

NRSV Bible translation

Reference: (Recommended & Supplementary)

Juel, Donald H., *The Gospel of Mark (Interpreting Biblical Text series)*, Abingdon Press, Nashville, 1999; ISBN: 9780687008490.

Long, Thomas G., *Matthew: Westminster Bible Companion*, Westminster Press, Louisville, 1997; ISBN: 0664252575.

Ringe, Sharon, *Luke: Westminster Bible Companion*, Westminster Press, Louisville, 1995; ISBN: 9780664252595.

Smith, Moody, *Abingdon New Testament Commentary on John*, Abingdon Press, Nashville, 1999; ISBN: 9780687058129.

III. GOAL OF COURSE: This course focuses on the content and message of the Gospels, as well as the theological perspectives of the Gospel writers. The practice of exegesis will be emphasized.

IV. SPECIFIC OBJECTIVES:

Students will be able to:

1. Understand the origin, message, and purpose of each Gospel.
2. Exegete this form of literature.
3. Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day.

V. CALENDAR OF CLASS & TOPICS AND READINGS & ASSIGNMENTS:

September 15-17, 2017

ASSIGNMENTS prior to the weekend:

Read *Introducing the New Testament*, Powell; pages 9 – 101

Read *An Introduction to Jesus and the Gospels*, Murphy; pages 1 – 87; and 317 - 372

Friday – September 15

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|-----------------------------|-----------|---|
| ➤ Class Session 1 (evening) | 1.5 hours | Introductions
(What is your favorite Gospel Story?)
Syllabus review/assignments
Basic Understanding of
Scripture study. |
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Saturday – September 16

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| ➤ Class Session 2 (morning) | 2 hours | Exegesis – what? why? how?
New Testament culture &
history |
| ➤ Class Session 3 (afternoon) | 2 hours | General view of The Gospels |
| ➤ Class Session 4 (evening)
cont. | 1.5 hours | General view of The Gospels.

What about the historical
Jesus? |

Sunday – September 17

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| ➤ Class Session 5 (morning) | 2.5 hours | The Gospel of Mark |
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November 17 – 19, 2017

ASSIGNMENTS prior to the weekend:

Read *Introducing the New Testament*, Powell; pages 102 - 213

Read *An Introduction to Jesus and the Gospels*, Murphy pages 89 - 314

Email or mail to instructor - Reflection Paper – “Gospel” **DUE: Monday, Oct 9**

(see VII. Syllabus, page 6)

Exegesis paper on assigned Gospel text - **DUE: Friday, Nov 17 (beginning of class)**

(see VII. Syllabus, page 6-7)

Friday – November 18

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| ➤ | Class Session 1 (evening) | 1.5 hours | Review of Gospel context
Sharing from Reflections papers |
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Saturday – November 19

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| ➤ | Class Session 2 (morning) | 2 hours | One hour EXAM
After break – Discussion
regarding Gospel parallels &
Narrative story of Jesus; |
| ➤ | Class Session 3 (afternoon) | 2 hours | Gospel of Matthew |
| ➤ | Class Session 4 (evening) | 1.5 hours | Gospel of Luke (Acts) |

Sunday – November 20

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| ➤ | Class Session 4 (morning) | 2.5 hours | Gospel of John
Other “Gospels”?

Class closing |
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VI. CLASS STANDARDS:

A. Wesleyan “Rule of Life”:

- Do no harm
- Do good
- Attend to ordinances of God (spiritual discipline).

(General Rules, Discipline 2016)

B. Inclusive language

It is expected that students be committed to equality for women and men of every racial and ethnic background. Students and instructor are to use language which exemplifies respect, dignity and equality in conversations with colleagues, in public discourse, in classroom discussions and in writings. Class participants will be expected to use inclusive language in all writings and during class discussion & participation. If you have specific questions, please see the instructor. (Helpful resource, *Words that Hurt, Words that Heal (new edition)* (Cokesbury.com download, original 1980 resource)

C. Academic Integrity

Student integrity regarding all work assigned in this class is a basic expectation of the learning community. (see page 29, *COS Student Handbook, 2015* – “Academic responsibility”) Also, guidelines for writing, page 23, *COS Handbook*.

D. Attendance

Instructor expects timely participation of students; tardiness is a sign of disrespect to others. Extenuating circumstances should be reported to instructor and COS Dean immediately. (see COS Attendance Policy – page 13, *COS Student Handbook, 2015*)

E. Confidentiality

It is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing conversations with those outside of the classroom.

VII. ASSIGNMENTS, GRADING, AND EVALUATION:

Note: All assignments are due and expected on time. (If because of some extenuating circumstances you are unable to meet a given deadline, you must contact the instructor before the deadline in question is expected. Failure to do so will result in a lower grade for the assignment.) **No Incomplete grade can be granted in this class.**

Helpful hint - make a copy of all written work mailed or emailed and turned in to instructor.

- A. Class participation (25% of final grade)** COS requires that students attend all class sessions in order to receive credit for the course. No “cuts” or “excused absences” are

allowed for church, community, family or other business. In extreme cases, such as serious illness or a family emergency, an additional paper on the reading material of the missed session will be required and negotiated with the instructor.

- a) Timely, careful reading and completion of assignments in preparation for class participation is expected.
- b) Class discussion through verbal contributions including any small group is expected; respectful and hospitable listening to contributions by others is a class norm. It is the duty of each class member to contribute regularly to discussions without monopolizing the time.

B. Reflection Paper – “Gospel” (25% of final grade) DUE: Monday, Oct 9, 2017

- 3-5 page paper reflecting on reading & class discussions.
- Select a Gospel
- Summarize a brief overview of its background (who, what when, where) (Note: describe as if introducing this as a Bible Study in a church or Sunday School class)
- Describe in the paper the primary emphasis, community or circumstances of the Gospel writer.
- What does the Gospel chosen tell us about Jesus? How is Jesus portrayed?

C. Exegesis paper – (35% of final grade) DUE: Friday, Nov 17, 2017 (at class)

- 6-8 page paper
- You are to select one of the following texts for the exegesis & a sermon outline:
1st Sunday of Advent (Year B) – Dec 3, 2017 – Mark 13:24-37
Christmas Day (Year B) Dec 24 or 25, 2017 – Luke 2:22-40
Watch Night/New Year’s (Year B) – Dec 31, 2017 - Matthew 25:31-46
- You may use any of the resources from this class – DO NOT USE ANY OTHER COMMENTARY; you may use a Study Bible and must footnote any reference from it, as well as proper footnote of any of the class resources.
- Following the outline provided here for the paper; mark each section of the paper with the categories below:

Text. Copy the text of the passage chosen, single-spaced, including verse numbers and indications of your own paragraph divisions; (**must be from NRSV**) you may use another translation or paraphrase in the paper only to compare or inform. That other text must be copied out at the point of usage.

Historical Context. Focus here is on information not directly gathered from the text itself or its literary contexts (i.e., things such as dates, international situation, larger setting within Israel's history, etc.). Outside sources (such as Bible commentaries, dictionaries, encyclopedias, or histories) should be used (and footnoted) here.

Literary Context. (1) Discuss the placement of the passage in its immediate and larger contexts within the Gospel or other scripture, and (2) justify the paragraph divisions you have provided above. Look for clues in the immediately preceding and following contexts that show how the passage you are considering fits into its context (i.e., why it is where it is). In this process, you should carefully examine the surrounding paragraphs and then the surrounding chapters (or,

