

Dates: **August 17-19 and October 19-21, 2018**

Place: Spring Heights Center, Spencer, West Virginia

Instructor: **Joseph Jarrett**

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Email Address: umpastorjoe@msn.com Put **"2018 COS 521"** first in the **Subject** line of your emails.

- Attendance requirements and grading guidelines are described in the *Course of Study Student Handbook*.
- In the nature of Course of Study weekends, much is required to be completed before the class sessions. **START EARLY!**
- The Instructor may modify course content and assignments at will, in keeping with Course Objectives.

COS 521 Bible V: Acts, Epistles, and Revelation

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

Course Objectives: Students will be able to:

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.

**The above Course Description and Course Objectives are specified by the Course of Study School of Ohio, in addition to Required books #2 and #3 and Recommended books #2, #3, and #4 listed below. This Instructor has added Johnson's Writings as a Required Textbook and Fee's NT Exegesis as a Recommended book.*

Required Textbooks:

(available from Cokesbury, Amazon.com, Amazon Kindle, and Google Books)

1. Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*, 3rd Edition, Fortress Press, Minneapolis, 2010; 9780800663612.
2. Carter, W., Levine, A.J. *The New Testament: Methods and Meanings*, Abingdon Press, Nashville, 2013; 9781426741906.
3. Bassler, Jouette. *Navigating Paul: An Introduction to Key Theological Concepts*, Westminster Press, Louisville, 2006; 9780664227418.

Recommended Optional Texts:

1. Fee, Gordon. *New Testament Exegesis, Third Edition: A Handbook for Students and Pastors*. Westminster John Knox Press, Louisville, 2002; 0664223168. [Note: Fee's "Short Guide for Sermon Exegesis" will provide the step-by-step pattern that you will use for your exegesis for this course. The outline is printed in this Syllabus, and will be discussed in class, including adaptations. I strongly recommend this book in print or Kindle/ebook.]

Other good books on Exegesis are available, and you may have used some in other courses. Nevertheless, Fee's book, especially the "Short Guide" will be basic for this course.

2. Furnish, Victor, *The Moral Teaching of Paul: Selected Issues*, 3rd Edition. Abingdon Press, Nashville, 2009; 9780687332939.
3. Wright, N.T., *Revelation (N. T. Wright for Everyone Bible Study Guides)*. Inter Varsity Press, Downers Grove, 2012; 9780830821990.
4. Powell, Mark Allan, *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Baker Book House, Grand Rapids, 2009; 9780801028687.

Required Bible:

A **New Revised Standard Version (NRSV) Study Bible** with annotations and introductions (Examples: *Oxford*, *Interpreter's*, *Wesley*, or *HarperCollins*). The **NRSV** will be the basis for study and for your work of **Exegesis and Sermon**. Other versions, in print or online, may be consulted and cited in your research and preaching. Nevertheless, the **NRSV** will be our "common" version for classwork, although you may prefer another version for ordinary use in your pastoral setting.

A MODEL FOR EXEGESIS

You will learn to apply and adapt this step-by-step model, as directed by the Instructor.
Notes in [brackets] are added by this Instructor.

New Testament Exegesis by Gordon Fee *Chapter III. Short Guide for Sermon Exegesis*

A. The Exegetical Task [approx. 5 hours]

1. *Getting Started* [approx. 1 hr 20 min]
 - 1.1. Read the larger context [NRSV].
 - 1.2. Read the passage repeatedly [NRSV].
 - 1.3. Make your own translation [from Greek].
[English-only students will compare multiple translations with the NRSV, and comparisons with print or online “inter-linear” versions.]
 - 1.4. Compile a list of alternatives.
 - 1.5. Analyze the structure.
 - 1.6. Start a sermon use list.
2. *Matters of Content* [approx. 1 hour]
 - 2.1. Check for significant textual issues.
 - 2.2. Note any grammar that is unusual, ambiguous, or otherwise important.
 - 2.3. Make a list of key terms.
 - 2.4. Do a mini-word study for any crucial terms.
 - 2.5. Investigate important historical-cultural matters.
3. *Contextual Questions* [approx. 1 hour]
 - 3 (E). *Epistles (including Acts, Revelation)*
 - 3.1 (E). Examine the historical context.
 - 3.2 (E). Examine the literary context.
 - 3 (G). *Gospels*
 - 3.1 (G). Identify the form.
 - 3.2 (G). Use a synopsis.
 - 3.3 (G). Investigate possible life settings where appropriate.
 - 3.4 (G). Describe the present arrangement or adaptation.

4. *Secondary Literature* [approx. 50 min]

- 4.1. Consult commentaries.
- 4.2. Read other literature.

5. *Biblical-Theological Context* [approx. 30 min]

- 5.1. Analyze the passage’s relation to the rest of Scripture.
- 5.2. Analyze the passage’s use in and relation to theology.

6. *Application* [approx. 45 min]

- 6.1. List the life issues in the passage.
- 6.2. Clarify the possible nature and area of application.
- 6.3. Identify the audience and categories of application.

B. Moving from Exegesis to Sermon [approx. 5 hours]

7. *Spend time in reflection on the text and in prayer.*

8. *Begin with a sense of purpose.*

- 8.1. Main Points
- 8.2. Purpose
- 8.3. Response

9. *Decide on the introduction and conclusion.*

10. *Construct an outline.*

11. *Construct the sermon.*

COS 521 NOTE: Your sermon is separately considered for grading purposes.
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COURSE OF STUDY SCHOOL OF OHIO — WEST VIRGINIA EXTENSION
2017 COS 521 Bible V: Acts, Epistles, and Revelation

Assignments to be completed before the first weekend — August 17-19, 2018:

Much of your work is reading, which invites serious study, with brief Study Notes to help you remember for class discussion. Your Study Notes are for YOU. However, **MAKE A COPY of this page and write next to each assignment (A–F and 1-7) the date each was completed. This assignment log will be submitted at class time.**

- A. BIBLE: Preparation for the first weekend requires reading completely *1 Corinthians*, *Acts*, and *Revelation*.
- B. Read Johnson’s **INTRODUCTION**; **PART 1: SYMBOLIC WORLD**; and **PART 2: CHRISTIAN EXPERIENCE**.
1. From Johnson’s **INTRODUCTION**, be prepared to name and briefly describe the **four dimensions** of the *Experience-Interpretation* model in the *Search for an Interpretive Model* (print pp. 4–6); to describe briefly the interplay of *Experience* that calls for *Interpretation* and *Interpretation* (symbolic world) that helps make sense of our *Experience*; then be able to list the **four basic steps** of the “framework for investigation” in Johnson, print p. 14.
 2. Read Johnson’s **CHAPTER 4: CLAIMS OF THE FIRST CHRISTIANS** and **CHAPTER 5: THE RESURRECTION FAITH**. Consider carefully these questions: (1) What is the foundational claim of the first Christians and the effects they experienced? (2) What is the “resurrection faith” and how is it relevant to the Church at its beginning—and now? (3) What does it mean to say that the resurrection was (is) “a new way of experiencing Jesus”? (4) How and why was the symbol of the Holy Spirit so central to the early followers of Jesus?
 3. Read Johnson’s **CHAPTER 6: JESUS IN THE MEMORY OF THE CHURCH**, reflect on your response to the question: How did Jesus’ suffering and death on the cross, followed by a singular resurrection, create “cognitive dissonance” (See Glossary)—especially for the Jews who were the first Christians—and what did they do about it?
- C. Read Johnson’s **PART 4: PAULINE TRADITIONS** (Introduction), **CHAPTER 10: PAUL’S MINISTRY AND LETTERS**; **CHAPTER 12: CORINTHIAN CORRESPONDENCE**. Read Bassler’s **NAVIGATING PAUL**, **CHAPTER 1: GRACE** and Carter&Levine’s **CHAPTER 7: 1 CORINTHIANS**.
4. Sourced by Paul’s letter and the textbooks, how does 1 Corinthians 1–4 work out a “theology of the cross” (and the ethics derived therefrom) and 1 Corinthians 15 develop a “theology (and derivative ethics) of resurrection.”
- D. Read in Johnson’s **CHAPTER 4: LUKE-ACTS**, the section beginning **THE ACTS NARRATIVE** (print, p. 209ff.) and continuing through **THE PICTURE OF PAUL IN ACTS**. Also read Carter&Levine, **CHAPTER 5: ACTS**.
5. Be prepared to describe some of the differences between what Paul writes about himself in his own letters and the portrayal of Paul by Luke in Acts, especially the accounts of Paul’s interactions with leaders in Jerusalem and his relationship with Peter. What does this mean when attempting to use Acts (or Paul’s letters) as *biography* in the modern sense? ...when using both Paul’s letters and Acts in interpreting Paul in preaching and teaching?
- E. Read Johnson’s **CHAPTER 26: REVELATION** and Carter&Levine’s **CHAPTER 21: REVELATION**. (I highly recommend N. T. Wright’s *Revelation (N. T. Wright for Everyone Bible Study Guides)* with the separate Study and Discussion Guidebook, for teaching a course in the local church or preaching a series.)
6. How would you answer the Study Questions 3 and 5 at the end of the Johnson’s **CHAPTER 26**.
 7. From Carter&Levine, be able to explain the difference and significance between *prediction* and *proclamation* as modes used for interpretation of Revelation. (Johnson speaks of this topic as well, using slightly different language.)
- F. Review carefully Gordon Fee’s **Short Guide for Sermon Exegesis** in this syllabus. Notice the “recommended times” for the Exegesis. How would this work for you in your setting? [If you have his book (which I strongly recommend), consider the rationale for each step, which will be highlighted in class presentation.]

COURSE OF STUDY SCHOOL OF OHIO — WEST VIRGINIA EXTENSION
2017 COS 521 Bible V: Acts, Epistles, and Revelation

Assignments to be completed before the second weekend — October 19-21, 2018

Much of your work is reading, which invites serious study, with brief written Study Notes to help you remember for class discussion. Your Study Notes are for YOU. **However, MAKE A COPY OF THIS PAGE to submit to the Instructor at class time with the date each assignment was completed written next to the assignment.**

To be completed soon after the first weekend:

8. **Written Essay:** Using the Model for Exegesis adapted from Fee's "Short Guide," develop an **Exegesis** of a passage of your choice from 1 Corinthians, Acts, or Revelation. **NUMBER AND NAME each major step as given in the model.**

Use what Carter&Levine call the *proclamation mode of interpretation*. Give due attention to the *experience and symbolic world of its original author and audience* as the basis for interpretation in our time and place. Properly use and cite sources!

9. **Written Essay:** Using your **Exegesis**, develop a **Sermon** of approximately 5 pages that you could (and, hopefully, will!) preach. No rambling around with what comes off the cuff—and no plagiarism (uncited sources written as if it's your own thought). Do the hard work! Study and listen for the Word of God; then deliver it, to the best of your God-given ability.

Your **Exegesis** and **Sermon** will follow MLA writing form and rules, which you should already have learned from the Course of Study Writing Class and Coach.

Email and Postal Mail:

1. I should receive your written Exegesis and Sermon **no later than two weeks prior** to the class weekend by email or by postal mail. In either case, be sure you have two printed copies for class (one for you, one for me). You are encouraged to submit your Exegesis and Sermon as soon as they are ready.

2. Email is preferred when available, because you can send your work as "attachments." All computer files must be in Microsoft Word format—not Works or Wordperfect. ("Save as" .doc or .docx.)

G. BIBLE: Preparation for the second weekend requires reading completely *Romans, Hebrews, James, and 1 John*.

H. Read Johnson's **CHAPTER 14: LETTER TO THE ROMANS**, Bassler's **NAVIGATING PAUL, CHAPTER 3: FAITH**. Also read Carter&Levine's **NEW TESTAMENT METHODS AND MEANINGS, CHAPTER 6: ROMANS** for an interestingly different approach to Romans.

10. Working with Johnson and Bassler, what are the options for interpreting what Paul means by *pistis christou* when translated as "faith *in*" or "faith *of*" Christ (Messiah) or "*faithfulness of*" Christ? What difference might an interpretive shift from the first to second or third bring to your preaching and teaching?

I. Read Johnson's **CHAPTER 20: HEBREWS; CHAPTER 23: JAMES; CHAPTER 25: 1, 2, 3 JOHN**. Also read Carter and Levine, **CHAPTER 16: HEBREWS; CHAPTER 17: JAMES; and CHAPTER 20: 1, 2, 3 JOHN**.

11. When studying Johnson and Carter&Levine, consider and make notes of some of the unique qualities of each writing (Hebrews, James, and 1 John) in which you find opportunity and challenge for preaching and teaching. Be prepared to describe and discuss these in class.

Now, just in case you haven't noticed, **you have done a lot of work!** —thinking, praying, reflecting, writing, seeking and finding. Your faithfulness to your tasks and to your sharing in the Body (church and class) will be noticeable. May the Lord Jesus Christ, crucified and Risen, be with you always, to the end of the age and beyond.

Pray for me, please, as I will for you —and for our class.