

FIFTH YEAR
PRE-CLASS WRITTEN ASSIGNMENT
Perkins Course of Study School 2014
Southern Methodist University

511 - New Testament II REV 9/11/13

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REQUIRED TEXTS

The Women's Bible Commentary, Expanded Edition
Luke Timothy Johnson's *The Writings of the New Testament*

PRE-CLASS ASSIGNMENTS

I. Course Description. This course is a continuation of the third year New Testament course with a focus on the practice of exegesis of biblical texts. Emphasis is placed on integrating previous learning in exegesis and biblical interpretation with a contextualization of that work in the practice of ministry. There will be a special focus on the Gospels of Matthew and John, the Letter of James, and the Book of Revelation.

II. Pre-Class Assignments.

1. Read "the Introduction," "When Women Interpret the Bible," "Everyday Life Women in the Period of the Hebrew Bible," and "Everyday Life Women in the Period of the New Testament" in *The Women's Bible Commentary* (pp. xvii-xviii; 1-9; 251-259; 482-488) and respond to the following questions in no more than 4 full pages and in your own words (10 points):

- (a) What were the positions and roles of women during biblical times?
- (b) What are the goals of a feminist reading of the Bible?
- (c) What is your critical evaluation of this method of reading the Bible?

2. Read the Gospel of Matthew (10 points). Then read (a) the introduction to the Gospel of Matthew in Amy-Jill Levine's "Matthew," *The Women's Bible Commentary*, pp. 339-349; and (c) Luke Timothy Johnson's *The Writings of the New Testament*, pp. 172-194 (pp. 187-207 in the revised edition).

In light of your reading, write an essay of 4 full pages on the subject "Major Issues in the Interpretation of Matthew" (which must cover the issues of *authorship, place and time of composition, intended readers and setting, purpose, and some unique features* characterizing the book). Make sure you also provide a brief critique or reaction to the material studied and that your words are different from the sources you are using. This is not a sermon, devotional, or a word-by-word repetition of what scholars say, but your understanding of the most important issues that need to be dealt with if one is to understand what the author of Matthew was communicating to his readers.

3. Read the Gospel of John (10 points). Then read (a) the Introduction to the Gospel of John in Gail R. O'Day's "John," *The Women's Bible Commentary*, pp. 381-

393; and (c) Luke Timothy Johnson's *The Writings of the New Testament*, pp. 469-497 (pp. 525-553 in the rev. ed.).

In light of your reading, write an essay of 4 full pages on the subject "Major Issues in the Interpretation of John" (which must cover the issues of *authorship, place and time of composition, intended readers and setting, purpose, and some unique features* characterizing the book). Make sure you also provide a brief critique or reaction to the material studied and that your words are different from the sources you are using. This is not a sermon, devotional, or a word-by-word repetition of what scholars say, but your understanding of the most important issues that need to be dealt with if one is to understand what the author of John was communicating to his readers.

4. Read the Letter of James (10 points). Then read (a) the Introduction to the Letter of James in a Sharyn Dowd's "James," *The Women's Bible Commentary*, pp. 460-461; and (c) Luke Timothy Johnson's *The Writings of the New Testament*, pp. 453-462 (pp. 507-516 in the rev. ed.).

In light of your reading, write an essay of 4 full pages on the subject "Major Issues in the Interpretation of James" (which must cover the issues of *authorship, place and time of composition, intended readers and setting, purpose, and some unique features* characterizing the book). Make sure you also provide a brief critique or reaction to the material studied and that your words are different from the sources you are using. This is not a sermon, devotional, or a word-by-word repetition of what scholars say, but your understanding of the most important issues that need to be dealt with if one is to understand what the author of James was communicating to his readers.

5. Read Revelation (10 points). Then read (a) the Introduction to Revelation in Susan R. Garrett's "Revelation," *The Women's Bible Commentary*, pp. 469-474; (c) and Luke Timothy Johnson's *The Writings of the New Testament*, pp. 512-527 (pp. 573-589 in the rev. ed.).

In light of your reading, write an essay of 4 full pages on the subject "Major Issues in the Interpretation of Revelation" (which must cover the issues of *authorship, place and time of composition, intended readers and setting, purpose, and some unique features* characterizing the book). Make sure you also provide a brief critique or reaction to the material studied and that your words are different from the sources you are using. This is not a sermon, devotional, or a word-by-word repetition of what scholars say, but your understanding of the most important issues that need to be dealt with if one is to understand what the author of Revelation was communicating to his readers.

III. Criteria of evaluation. All the above pre-class assignments will be evaluated on the following *criteria*: a) grammar, syntax, and style (clarity and precision); b) faithfulness to the content of the secondary sources used; c) personal creativity and thinking; d) meeting the established deadline established by Perkins COSS (remember that there will be sanctions against late, misplaced, or lost work); and e) literally following the format specified on the cover sheet.

Each assignment should be typed, double-spaced, and 12 character-font. They must also indicate the bibliographical references of ALL the secondary sources used and be accompanied by a completed cover sheet available in the Course of Study catalog and

the Course of Study section on the SMU Perkins website (perkins.smu.edu). Students should keep a copy of each assignment to protect against lost papers.

When you quote from a secondary source, you must put the authors' words in quotation marks, and refer to the name of the author, title of the source, and page number. Make sure you use your own words when you paraphrase their thoughts. Biblical quotations should be identified by book, chapter, and verse (e.g., Ex 20:10; Eph 4:1). Please do not use exclusive male-gender language when speaking of human beings.

Completed pre-class work for students in second- through fifth-year courses must be sent to the Course of Study School office postmarked by **May 15, 2014**. Pre-class work postmarked after that date is subject to grading penalties. Persons who do not have work completed and submitted to the office by 7:30 a.m. on the respective opening Monday of the summer Course of Study will not be admitted to classes. The instructor reserves the right to refuse admittance to students with incomplete work.

Guidelines for writing pre-class assignments and information on academic dishonesty are provided in the Course of Study catalog, available on the website. Students are expected to understand what constitutes plagiarism. Students who are found to plagiarize are subject to grading penalties, which may include dismissal from the school.

NOTE: All the assignments above are worth **50 points** of the final grade for this course. The remaining **50 points** will be covered by exegetical analyses of selected passages during the second week of the first session. These passages will be *Matthew 15:21-28; John 2:13-25; James 2:1-13; and Revelation 17:1-8*. For the exegesis of these passages, we will use the following exegetical steps (which will be fully explained in class during the summer): 1) *synopsis* (summary of the meaning of the text after the exegesis has been completed), 2) *literary context* (how the text is logically connected to the previous and following passages), 3) *occasion and purpose* (the issue motivating the writing of the text and what the writer tries to accomplish), 4) *structure* (the logical arrangement of ideas for which a thematic outline needs to be made), 5) *exegetical notes* (notes on the social world of the text that helps us understand the text better), and 6) *application or actualization of* (some potential areas to which the message of the text might be relevant). Thus, to save time, students are strongly advised to study those passages in advance, consult exegetical commentaries, and begin working on their respective exegesis. During the summer, the instructor will indicate to students how they will specifically write their final exegetical papers. Each student must exegete one of these passages in a 4-5 page paper.

IMPORTANT INFORMATION

The completed pre-class work for courses 211-514 must be sent to the Course of Study School office **postmarked on or before May 15, 2014** OR submitted electronically through the Locker system (see information below **no later than May 15, 2014 at 11:59.59 p.m.** Pre-class work submitted after May 15 will have grading penalties assessed as follows: (grades are expressed alphabetically from A to F, with F being the lowest grade)

- Submissions dated May 16 - May 31 will receive a one letter grade reduction
- Submissions dated June 1 - June 14 will receive a two letter grade reduction.
- Submissions dated June 16 or later, the student will be dropped from that course registration with no refund (of registration, fees or housing)

A request for an extension requires the following:

- It must be submitted in writing to the director of the Course of Study School. Via e-mail, send to Jeannie Trevino-Teddle at COSSExt@smu.edu. Via regular mail, send to COSS Extension, P.O. Box 750133, Dallas, TX 75275-0133. By fax, send to 214-768-1042). **Make sure that you notify the COSS office of any transmission.**
- It must be received by May 1
- It must state valid reason(s) for needing an extension
- It must state the course name(s) and number(s) for which the extension(s) is/are requested
- It must state the amount of time being requested (not beyond June 14)

In order for an extension request to be considered, the student must be fully registered (i.e., fees paid, signatures acquired, Release of Liability and Course Registration and Housing forms filled out and submitted). Before a decision can be made regarding an extension, the Director will consult with the student's district superintendent, local pastor registrar and instructor.

Optional Electronic Submission for Pre Class Assignments

Course of Study School Lockers

We are offering an alternate method for the submission of pre-class assignments. The Course of Study School is using a "Locker System", Locker.SMU. This system allows COSS students to submit their pre-class assignments electronically. Please remember that we will continue to accept mailed in paper pre-class assignments. Electronic submissions and the use of Locker.SMU is optional.

A Locker will be assigned to each student for each class they are taking. For example, if you are taking Hebrew Bible I (211) and Formation Discipleship (213) you will be assigned two different Lockers. The instructor for each course will then be able to log in to the Locker System and retrieve your submitted assignments for each particular class.

When your registration is received, the Course of Study School staff will be creating your private Locker(s) and informing you via e-mail when your Locker(s) has been successfully created. In this email, you will receive specific instructions on how to access your Locker(s) and how to upload your assignments.

If you have not registered by May 15th, you will not be guaranteed a locker and you will need to submit your pre-class assignments via postal service.

The Locker System will automatically date and time stamp your submitted assignments to inform the instructor and the Course of Study School staff when the assignment was submitted.

The pre-class assignments should be submitted to the Locker System **ONLY in .doc format.**

When you are ready to submit your pre-class assignments online, but have not received an e-mail with information on how to access your private Locker(s), please contact the Course of Study School staff at COSS@smu.edu with the subject line: Locker Access. The Course of Study School staff will then reply with specific instructions on how to access your Locker(s) and how to upload your assignments.

The completed pre-class work for courses 211-514 must be submitted to the Locker System **no later than May 15th at 11:59:59 p.m.** Pre-class work submitted to the Locker System after May 15 will incur grading penalties as mentioned above on the grading guidelines. The same deadline restrictions apply whether you are submitting pre-class assignments electronically or via postal service.

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Students should keep a printed copy of each assignment and bring a copy of each assignment to class regardless of how the assignment was submitted.

In addition, students should include a one-page autobiography for each instructor.

Each assignment should be typed, double-spaced, or legibly handwritten, with pagination numbers, and be accompanied by a completed cover sheet. A copy of the cover sheet can be found in the Course of Study School Catalogue and can be photocopied, it will also appear as a preloaded file when you access your locker.

Guidelines for writing pre-class assignments and information on academic dishonesty are provided in the Course of Study School catalog, available on the website. Students are expected to understand what constitutes plagiarism. Students who are found to plagiarize are subject to grading penalties, which may include dismissal from the school.

Outline for COSS 511, Summer 2013

Monday

I. Orientation

II. Learning the Skills of Exegesis

III. Introduction to Matthew

Tuesday

Exegeting Matthew

Wednesday

Introduction to John

Thursday

Exegeting John

Friday

Introduction to James

Monday

Exegeting James

Tuesday

Introduction to the Apocalypse of John

Wednesday

Exegeting the Apocalypse of John

Thursday

Exegeting the Apocalypse of John

Nota Bene: Students should prepare for coverage of each text by: 1) reading the respective biblical text; and 2) re-reading their pre-assignment material on the respective biblical text.

0868N 7/22/91. MAC 7/93. REV 7/95. Rev 7/22/96. Rev 7/22/98 jbury. Rev.7/99jbury. Rev. 7/2001vhoward. REV jbg 7/2003 vhoward. Rev. 7/2006 AMartínez; Rev. 7/2007 AMartínez. 7/2010r.foster to teach in 2011. REV9/11/13asmith.