

**EARLY EDITION<sup>1</sup>**  
**COS-521 Bible V: Acts, Epistles, and Revelation**  
Wesley Theological Seminary  
July 13-17, 2020

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**Course Description**

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, 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.

**Textbooks**

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- **General Textbook (CHOOSE ONE):<sup>2</sup>**
  - Mark Allan Powell, *Introducing the New Testament* (either the 1<sup>st</sup> or 2<sup>nd</sup> edition). Baker Academic, 2018.

**OR**

- Carter, Warren and Amy-Jill Levine, *The New Testament: Methods and Meanings*. Nashville: Abingdon, 2013.
- **Other Required Texts:**
  - Wright, N.T. *Revelation*. Louisville: Westminster John Knox, 2009.
  - Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Eerdmans, 2017. Read chapters 1-6. Consult the commentary chapters as needed.

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<sup>1</sup> Professor reserves the right to make minor changes to the syllabus.

<sup>2</sup> Use the textbook that you have already purchased. I prefer Mark Allan Powell's textbook, but if you have already purchased Carter and Levine's book then use that.

## **PRE-COURSE PREPARATION**

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**Reading.** Read the New Testament texts being studied this term, with special attention to Acts, Revelation, Romans, 1 Corinthians, James, and 1 John. Then, read/consult the corresponding chapters in the selected NT introductory textbook (either Levine and Carter OR Powell). Also, read Wright's book on Revelation and chapters 1-6 of Gorman's *Apostle of the Crucified Lord*. (You will find Gorman's commentaries on each letter helpful as you work on your assignments).

**On-Line Learning.** By June 22, you will have access to our class Blackboard site. Please visit the site and the learning modules for this course. The learning modules are designed to help you with the written assignments, to prepare you for our face-to-face time, and to prompt critical thought about the genre and theology of the biblical text. Please note that a portion of your grade is comprised of the satisfactory completion of these learning modules. Instructions will be provided in each module.

**Pre-Course Writing Assignments:** Please use your textbooks, the learning modules on Blackboard, and your own reading of the biblical text to complete the following. Please cite your sources appropriately. All assignments must be submitted on Blackboard.

1. **DUE JUNE 30** by 11:59 p.m. (3-4 pages, double-spaced) In consultation with your textbooks and in light of your reading of the biblical text, (A) please indicate similarities and differences between the way that Paul is described in Acts and the portrait we might glean from his own letters. (B) What role does genre play in our interpretation of these resources? (C) In your final paragraphs, describe Paul's mission and ministry in your own words. If you were to write a dictionary description of Paul, what would you say?

2. **DUE JULY 12** by 11:59 p.m. (4 pages, double-spaced) In light of Wright's book on Revelation, (A) how would you define and describe apocalyptic literature? (B) Based on your reading of Wright and the biblical text, how would you characterize the primary message of Revelation? (C) What function does Revelation serve in its first century context? (D) In your final paragraph, please draw implications for the church today. What message does Revelation have for your faith community?

## **ASSIGNMENTS**

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**Post-Course Assignments:**<sup>3</sup> Please use your textbooks, your lecture notes, and your own reading of the biblical text to complete the following. Please cite your sources appropriately. All assignments must be submitted on Blackboard. N.B.: Late penalties apply (5 points per day late). *Absolutely no work will be accepted beyond July 31.*

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<sup>3</sup> Graduating students will have to complete work in advance. Please contact the instructor.

1. Due **JULY 24** by 11:59 p.m. (5-6 pages, double-spaced) Martin Luther believed that Paul and James contradicted one another. In consultation with your textbooks and in light of your study of the biblical text, compare and contrast the messages of Paul and James regarding faith and works. Your response should cite specific biblical texts. (A) Define what each author means by faith and works. (B) Consider how each characterizes how faith is made manifest. (C) What role does the law play for each one? (D) Respond to Luther's assessment. Do Paul and James contradict one another?
2. Due **JULY 29** by 11:59 p.m. (5-6 pages, double-spaced) Ernst Käsemann famously said that apocalyptic is the mother of all Christian theology. In our liturgies we proclaim the mystery of faith, "Christ has died. Christ is risen. Christ will come again." How do we see this eschatological framework specifically in Paul's letters and in 1 John? Your answer should articulate how the mystery of faith is related to the gospel and point to specific texts, particularly in Romans, 1 Corinthians, and 1 John, that convey an eschatological or apocalyptic perspective. Finally, in light of your work in the text, respond to Käsemann's statement. How important is an apocalyptic framework to the gospel?

## **GRADING**

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### **Grade schema**

93 – 100 = A (Excellent/Outstanding)

90 – 92 = A- (Outstanding)

88 – 89 = B+ (Very Good)

83 – 87 = B (Good)

80 – 82 = B- (Adequate)

78 – 79 = C+ (Adequate)

73 – 77 = C (Adequate)

70 – 72 = C- (Substandard)

### **General Grading Rubric**

**A** 90-100 Only truly exceptional work will receive an "A." The "A" paper has a clear and concise thesis that is compellingly argued. The author has carefully chosen what to include as evidence and has highlighted critical points while judiciously incorporating supporting evidence from the biblical text and from the course textbooks. This well-written paper reflects the author's style and voice in a way that demonstrates the writer's command of the topic.

**B** 80-89 This grade connotes a paper that sufficiently covers the material and meets all the requirements of the assignment. Written work in the "B" range argues a clear thesis, provides evidence to support the thesis, adequately covers the material (though may be missing a few minor elements), and contains minimal errors in syntax or grammar. Sentences are clear, although the paragraphs may need more editing around a central idea.

C 70-79 This paper is missing elements of the assignment, needs development of critical points, suffers from a weak thesis or no thesis at all, and/or contains multiple syntactical or grammatical errors that hinder the ability of the reader to interpret the author's work. There may be sentences or paragraphs that are unclear, tangential to the main point, or unwieldy.

D 60-69 This paper is deemed unacceptable due to the lack of a thesis, missing components of the assignment, and/or failure to provide sound evidence to support the thesis.

### **Late Penalties**

Late papers will be penalized five points per day (half a letter grade) and will not be accepted five days beyond the due date. No work will be accepted beyond July 31. Please note that Blackboard provides a time stamp of when the work is submitted.

### **Participation**

You will receive credit for your participation in the online learning modules and in our classroom discussion. Please be respectful, courteous, professional, and punctual.

### **Grade Distribution**

Assignment 1	20%
Assignment 2	20%
Assignment 3	25%
Assignment 4	25%
Participation	10%

## **OTHER POLICIES AND COURSE INFORMATION**

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### **Inclusive Language Policy**

Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided. (from student handbook)

### **Accommodations/Disability Support**

Once admitted to Wesley, students needing accommodations must communicate with the Associate Dean for Community Life. Students will submit to the Office of Community Life relevant, current documentation from a qualified professional, which will be evaluated by a consultant with a degree in special education. All accommodations for classes are made by the Office of Community life on behalf of the student. Please see our [page on Disability Accommodations for more information](#).

### **Academic Honesty & Integrity**

Wesley Theological Seminary considers plagiarism as a serious offense which will result in substantial penalties, including the possibility of academic dismissal. Students are expected to comply with all standards for academic honesty and integrity, both of the

seminary and of the classes in which students are enrolled. The seminary regards the following as forms of plagiarism or academic dishonesty:

- copying from another student's work;
- giving or receiving unauthorized assistance to or from another student during an examination;
- using unauthorized material during an examination;
- presenting as one's own (i.e., without proper attribution) the composition or ideas of another;
- copying material from any sources, whether print or online.

All work submitted must be the work of the student submitting. Work from other sources must be thoroughly paraphrased or indicated as a direct quotation. In either case, the source of the material must be cited. Students are referred to the most current edition of Kate Turabian's *Manual for Writers of Research Papers* for instructions on source citations.

Furthermore, the mutilation, defacement, or stealing of library materials are also considered forms of academic dishonesty and a violation of the seminary's *Covenant of Professional Ethics and Behavior* (see "Use of Property") and are also subject to disciplinary action.

In questions of academic dishonesty, the professor will report the circumstances of the case to the Dean. In first instances of proven plagiarism or dishonesty, the student will receive a "Fail" grade for the course. Second instances will result in automatic separation from the Seminary. Please see the Wesley Theological Seminary Catalog for further details.

### **SafeAssign**

You may be asked to submit one or more of your writing assignments to Blackboard's SafeAssign plagiarism prevention service. Assignment content will be checked against Internet sources, academic journal articles, and the papers of other Wesley Theological Seminary students for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in the submitted paper. The report may be submitted directly to the instructor or the instructor may elect to have students submit initial drafts through SafeAssign so that you will receive the report allowing the opportunity to adjust and ensure that all source material has been properly cited.

### **Blackboard Administration**

Blackboard Learn automatically records all student and faculty activities including: the first and last access to the course, the pages accessed, the number of discussion messages read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify participants having difficulty, or to verify academic honesty.

Courses will be unavailable to students two months after the course has ended. Please be sure to save any course material, content, or readings prior to the course completion. If you need the course after it has become unavailable, you must contact the instructor.

### **Technical Support**

Students must attempt to solve technical problems and contact their instructor when technical problems do arise.

If you experience technical problems, please exercise one or all of the following options:

- [Blackboard Training Materials](#)
- Call Blackboard Support at (202) 885-6091
- Email Blackboard Support at [edtech@wesleyseminary.edu](mailto:edtech@wesleyseminary.edu)

If you have lost your password, or have a problem that is not specifically Blackboard related, please contact Solutionworx at [support@solutionworx.com](mailto:support@solutionworx.com) or by phone at (703) 961-1840

### **Other Resources**

- Library hours can be found here <https://www.wesleyseminary.edu/library/hours/> <https://www.wesleyseminary.edu/en-us/library/generalinformation.aspx>
- Information on access the library databases from off campus can be found here <https://www.wesleyseminary.edu/library/>

### **Technical Requirements**

#### **Microsoft Windows 7 or Higher**

- Windows 7, Windows 8, 8.1, or 10
- Intel i3 or faster, CPU and at least 4 GB RAM
- Up-to-date version of any PDF reader ([Adobe](#) or [FoxIt](#))
- Up-to-date version of Adobe Flash Player
- Up-to-date version of Microsoft Windows Media Player (or other software that can play videos)
- Microsoft Office 2013 or higher (sign up free for students here <https://products.office.com/en-us/student/office-in-education>)

#### **Mac OS/X**

- Mac OS X 10.11 or newer
- Intel processor and at least 4 GB of RAM
- Up-to-date version of any PDF reader ([Adobe](#) or [FoxIt](#))
- Up-to-date version of Adobe Flash Player (or see VLC below to play Adobe Flash FLV/F4V files)
- Up-to-date word processor and presentation package (Mac Office 2016 – sign up to get free here <https://products.office.com/en-us/student/office-in-education>)

- One of the following media players
  - VideoLAN VLC media player
  - Up To Date Quick Time