

**CS-521 Bible V Syllabus**  
**Wesley Theological Seminary Course of Study**  
**for the**  
**General Board of Higher Education and Ministry**  
**Fall 2024 Session**

**CS-521 Bible V: Acts, Epistles, and Revelation**

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**Synchronous Meeting Times:**

Friday, November 1<sup>st</sup>, 9:00-11:30 a.m.; 12:30-3:00 p.m. online via Zoom

Saturday, November 2<sup>nd</sup>, online via Zoom 8:00 a.m.-10:30 a.m.; 11:30 a.m.-2:00 p.m.

**\*\* Link to join online meeting will be sent out prior to the first day of class.**

**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.

**Objectives**

1. Improvement of the student's ability to effectively use scripture in the preparation of sermons and Bible studies
2. Deepening of the student's understanding of the various assigned biblical studies
3. Strengthening of the student's skills in using critical methods for biblical study
4. Development of a rationale for the hermeneutical task
5. Relating of the process of exegesis with sound hermeneutical methods for the student's pastoral role
6. Assisting the student in relating the eternal biblical message to the context of ministry

**Textbooks (you may view the list on the Course of Study webpage, as well):**

[B] Bassler, Jouette. *Navigating Paul*. Louisville: Westminster John Knox, 2007.

[CL] Carter, Warren and Amy-Jill Levine. *The New Testament: Methods and Meanings*. Nashville: Abingdon Press, 2013

[W] Wright, N.T. *Revelation*. Downers Grove: InterVarsity Press, 2012.

**\*\*Any other required readings/articles will be assigned and posted on Blackboard.\*\*** All textbooks are available for purchase online through sites such as Amazon, or you may check available libraries or borrow from friends.

Students are encouraged to build a library of commentaries on the various books of the New Testament. There are many one volume and series commentaries in existence differing greatly in content, style, and level of difficulty. Suggested commentaries include the following:

*Harper's Bible Commentary*. San Francisco: HarperCollins, 1988.  
*Interpretation: A Bible Commentary for Teaching and Preaching*. Louisville: Westminster/John Knox, 1982--.  
*New International Biblical Commentary*. Peabody, Mass.: Hendrickson, 1992--.  
*The New Interpreter's Bible*. Nashville: Abingdon Press, 1994--.  
*The Oxford Bible Commentary*. New York: Oxford U.P., 2001.

**Course Schedule (This is an overall roadmap. It may change based on need.):**

<b>Fri. 11/1</b>	Introductions; Acts; Introduction to Paul: Key Concepts, Pauline Letters
<b>Sat. 11/2</b>	Introduction to The Catholic Epistles; Revelation

**Assignment Instructions**

**Pre-Course/Course Readings**

**The following readings should be completed prior to submitting your Pre-Course Assignments, no later than Tuesday, October 1, 2024:**

**1. Biblical Text:** The following books of the New Testament (NT) that are emphasized in this course: Acts, Romans, and 1 Corinthians

**2. Textbooks:**

- a. Please read the corresponding chapters in *New Testament: Methods and Meaning* to each book of the NT emphasized in this course.
- b. Also, please be sure to have read the Bassler text, *Navigating Paul*

**The following readings should be completed prior to our first Zoom session, which is Friday, November 1, 2024:**

**1. Biblical Text:** The remaining books of the New Testament (NT) that are emphasized in this course: James, 1 John, and Revelation

**2. Textbooks:**

- a. Please read the corresponding chapters in *New Testament: Methods and Meaning* to each book of the NT emphasized in this course.
- b. Also, be sure to have read the Wright text, *Revelation*.

**In addition to the above reading, you will have a total of five assignments** spread out over the course of our asynchronous (prior to our first Zoom session) and synchronous ("in-person" via Zoom) learning sessions. More details are as follows:

**Learning Assignments**

- **Asynchronous Learning Pre-Course Assignments:** You will have a series of three pre-course assignments to complete. The assignment instructions will be available on Blackboard on Monday, August 26<sup>th</sup>, 2024, and are due on Blackboard no later than Tuesday, October 1<sup>st</sup>, 2024.
- **Synchronous Learning Assignments:**
  - You will have two assignments due no later than class time at our first Zoom session together (9:00 a.m., Friday, November 1<sup>st</sup>). The instructions for these assignments will be posted to Blackboard on October 1, 2024.

**\*\*All assignments and instructions will be available on Blackboard under the “Content” tab, and should also be submitted via Blackboard.\*\***

Instructions on posting to Blackboard are on the COS webpage. If you run into trouble, please contact [blackboardsupport@wesleyseminary.edu](mailto:blackboardsupport@wesleyseminary.edu) and they will help you.

If you are new to Course of Study at Wesley, please be sure to check Blackboard **once you receive your logon information from our IT department.** Please check with the COS office regarding when Blackboard access will be available.

**\*\*Be sure to include your name, course number and annual conference on each page of your paper. \*\***

### Format

Papers should have one-inch margins on all sides, be double-spaced, and use a 12-point Times New Roman font. Please proofread papers carefully, avoiding as much as possible spelling, typographical, and grammatical errors, which can easily diminish the effectiveness of your writing.

### Criteria for Evaluating Course Work

Regardless of whether you write a paper, answer an essay question, voice an oral presentation, or create any original project, the academic context requires that certain minimal requirements characterize your work. While there are subjective components in the grading process, most professors are concerned that you become well educated in four basic qualities of excellent academic work.

- ◆ 1. Demonstration of an empathetic understanding of the content of texts and resources. Your topic should not only be well researched in the library, through interviews and observations, and/or from assigned readings and class discussions, but you should be able to provide a fair description and a clear understanding of texts and resources. This is apparent in the ability to describe and discuss precisely and accurately what an author has written or a speaker has said. Evaluation, response, and critique follow accurate representation of another’s ideas—earn the privilege of criticizing a viewpoint by showing that you really understand it.
- ◆ 2. Clear critical thinking that provides appropriate specific evidence for conclusions. Use the most precise historical, empirical, or contemporary data or information to support the claims of your thesis and paragraphs. Conclusions follow from and are supported by evidence. Be sure that your evidence is relevant, accurate, and detailed. Adherence to clear critical thinking, relevant and accurate evidence, and logical

organization constitute sound arguments. Even creative writing requires logical relationships among ideas to assist your readers in following the plot or main point.

◆ 3. Creativity that moves beyond reporting someone else's ideas. Your creative addition to academic discourse might include questioning, evaluating, applying, criticizing (positively or negatively), developing, or responding. You might see a connection between two or more ideas. You might see information from a unique perspective. The minimal requirement of academic work is correctly repeating what is read or discussed. Excellent work moves beyond repetition to unique insights, organization, correlations, and theses. Work to find your own scholarly and professional voice.

◆ 4. Grammar, spelling, and form. Excellent written work is conscious of proofreading and good communication. Oral presentations are equally accountable for careful expression. A brilliant thesis can be lost in a paper or project that obscures its ideas with careless communication. Your readers and listeners should not have to guess what you mean—help them by speaking and writing well.

### Grading

**The instructor assumes that everyone in the class is capable of the work required to receive a "B" grade for each assignment.** The following interpretations of the meaning of each grade have been developed to help class members review their work to identify strengths and problems.

- ◆ A "B" means that the basic elements of the assignment have been faithfully included, the argument is internally coherent, and clearly articulated.
- ◆ A "B+" means the assignment is also well crafted.
- ◆ An "A-" means that the assignment is not only well crafted, but it also probes the issues with considerable insight.
- ◆ An "A" means the assignment is well crafted, reveals considerable insight, and moves beyond the range of the student's prior knowledge to begin to construct new perspectives and meanings for the subject. In other words, it shows the student's imagination at work; it has a creative edge.
- ◆ A "C+" means that the assignment lacks clarity or focus, tends to reveal more the writer's opinions than the results of the writer's analysis, and lacks reflective insight into the issues being discussed.
- ◆ A "C" means that the assignment does not move beyond the reporting of information from readings and/or class discussions to engaging them with issues being discussed; it may indicate inappropriate or misuse of data and readings.
- ◆ A "C-" means that despite some moments of focused discussion and insight, major gaps exist in the development of the argument or discussion.
- ◆ An "F" indicates evidence of plagiarism or work has not been submitted.

#### **Grade Reductions and Requests for Extensions**

◆ Full grade will be received if work is submitted on time. Grades will be reduced by 1/3 (i.e., A to A-) if submitted during the week of class. Grades will be reduced by 2/3 (B+ to B-) if received on the last day of class. No work will be accepted after the last day of class and student will receive the grade of F.

**\*\*Given that tardy work has been accounted for in the grade reduction schedule listed above, requests for extensions are not necessary. Work will simply be graded according to the schedule set**

**forth above. If you anticipate that due to life's circumstances you will be unable to complete the course assignments by the last day of class, please contact me promptly to discuss next steps.\*\***

**The Grade Scale is as follows:**

A = 93-100	C+ = 78-79
A- = 90-92	C = 73-77
B+ = 88-89	C- = 70-72
B = 83-87	F = 69 or below; for unsubmitted work, or submitted work where there is evidence of plagiarism
B- = 80-82	

**Inclusive Language**

In both oral and written contributions to the course, students are expected to be conscious of the power of language in theology. Inclusive language respects both gender and racial diversity, and students should demonstrate awareness that language about persons and God expresses values and impacts theological ideas in the details of race and gender connotations. Both gender and race are socially-constructed categories, and changing language is part of bringing justice to theological discourse.

**Academic Policies**

◆ Attendance: Students are expected to attend all classes in their entirety. Faculty members have the authority to set attendance policies for particular courses and those policies will be included in the course syllabus. Deviation from the attendance policy may result in reduction of grade or loss of credit for the course.

◆ Plagiarism: Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The faculty regards the following as form of plagiarism or dishonesty:

- Copying from another student's paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing or presenting as one's own (i.e. without proper attribution) the composition or ideas of another.

When you do quote from the textbooks or include an idea you read from the textbooks, use MLA Style parenthetical citations. This information is included within the body of your paper and includes within parenthesis: (1) Author's last name; and, (2) page number. Below is an example of how to properly quote and cite from a textbook. You do NOT need to include a Works Cited/Bibliography page. If you do not properly cite the sources of the information you include in your work, it is considered plagiarism! Again, the work should NOT be quote heavy! You are to ENGAGE the information and demonstrate you understand what is being said.

Example of MLA citation: "One of the major goals in the book is to explore the religious theological dimensions of the New Testament writings" (Holladay 2).

Please refer to your Wesley Student Handbook (on-line) for more information about Wesley's academic policies or contact the Course of Study office 202-885-8688.

***\*\*Please note that this syllabus is subject to change, if necessary, for the benefit of student learning and/or due to unforeseen circumstances.\*\****