



**Indiana United Methodist Conference  
Fifth Year Course of Study  
COS 521 – Bible V Acts, Epistles, and Revelation**

**Course Information:**

- Spring 2023, Indiana Course of Study
- Friday February 17<sup>th</sup> from 7:00-9:00pm  
Saturdays February 18<sup>th</sup>, March 18<sup>th</sup>, and April 22<sup>nd</sup> from 8:30am – 4:00pm
- Location: University of Indianapolis

**Instructor:**

Amy Lindeman Allen, MDiv, PhD  
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Phone: 775-750-6832

*You may contact me by email (preferred) or phone (if urgent). We can also arrange a phone or Zoom meeting if needed.*

**Course Description:**

This course focuses on the content and context of the New Testament writings, and the theological emphases of their writers. The books covered include: Acts, Romans, 1-2 Corinthians, Hebrews, James, 1 John, and Revelation.

**Course Goals:**

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:**

Students are responsible for obtaining their own books, you may already own some of these from a prior COS courses:

Required: (we **will read from** these books throughout the course)

- Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*, 2<sup>nd</sup> Ed. Grand Rapids, Mich: Baker Academic, 2018.\*
- Carter, Warren, and Amy-Jill Levine. *The New Testament: Methods and Meanings*. Nashville: Abingdon Press, 2013.
- Bassler, Jouette. *Navigating Paul*. Louisville: Westminster John Knox, 2007.

*\*If you already own the 1<sup>st</sup> edition of this volume from a previous course, you do not need to buy the new edition; however, if you are purchasing this for the first time please buy the 2<sup>nd</sup> edition*

Reference: (we will **reference** these books throughout the course)

- Gaventa, Beverly Roberts, and David L. Petersen, eds. *The New Interpreter's Bible One-Volume Commentary*. Nashville: Abingdon, 2010.
- Harrelson, Walter J. *The New Interpreter's Study Bible: New Revised Standard Version With the Apocrypha*. Abingdon Press, 2003.
- Oxford Bible Atlas

Supplementary: (**not required**, we will not read directly from these but they provide a good reference to have access to both in this course and into the future as you build your library)

- Jennings, Willie James. *Acts (Belief: A Theological Commentary on the Bible)*. Louisville: Westminster John Knox, 2017.
- Byrne, Brendan. *Romans (Sacra Pagina)*. Collegeville, MN: Liturgical Press, 1996.
- Proctor, John. *First and Second Corinthians (Westminster Bible Companion)*. Louisville: Westminster John Knox, 2015.
- Smith, D. Moody. *First, Second, and Third John (Interpretation: A Bible Commentary for Teaching and Preaching)*. Louisville: John Knox, 1996.
- Gunsalus Gonzalez, Catherine and Justo L. Gonzalez. *Revelation (Westminster Bible Companion)*. Louisville: Westminster John Knox, 1997.
- Gench, Frances Taylor. *Hebrews and James (Westminster Bible Companion)*. Louisville: Westminster John Knox, 1996.
- Tamez, Elsa. *The Scandalous Message of James (Faith Without Works is Dead)*. New York: Crossroads Publishing Company, 1990.

**Course Expectations:**

- Bring your textbooks to every course meeting
- As a rule of thumb one should study for two to four hours outside of class per every one credit hour. For reading one can plan on taking an average of 60 minutes per 30 pages (two minutes per page). For writing plan about 60 min. per 1 page. Don't stress out about this. These are just guidelines to help you plan.
- Feel free to contact me by e-mail with any questions, even though we only meet a couple of times, I am available throughout the semester.

**Course Schedule:****Friday (2/17):****Topics:** Methods of Exegesis**Readings:**

Carter/Levine, "Introduction," 1-17

Powell, "New Testament Writings," 47-63

Powell, "New Testament Letters," 215-230

**Saturday (2/18):****Topics:** Acts and Paul (person and theology)**Readings:**

Bassler, 1-96

Carter/Levine, "Acts," 91-111

Powell, "Acts," 191-214

Powell, "Paul," 231-254

**Saturday (3/18):****Topics:** Romans, 1 Corinthians, 2 Corinthians, Hebrews, and James**Readings:**

Carter/Levine, "Romans, 1-2 Corinthians," 112-163

Powell, "Romans, 1-2 Corinthians," 255-293

Carter/Levine, "Hebrews, James," 266-297

Powell, "Hebrews, James," 427-462

**Saturday (4/22):****Topics:** 1, 2, and 3 John and Revelation**Readings:**

Carter/Levine, "1, 2, and 3 John," 327-340

Carter/Levine, "Revelation," 341-358

Powell, "The Johannine Letters," 493-508

Powell, "Revelation," 519-538

### Assignments and Evaluation:

- Assignments will be graded based on the rubrics provided. Not every assignment will perfectly match the rubric as written (for example, in an exegesis paper you may have “A” grammar but only “C” engagement with a text). In these cases, grades will be assigned based upon which category which *best matches* a description of your work (for example, three items in the “A” category and two in the “C” category would average out to a “B+”).
- Submission of written work:
  - Assignments will be submitted via e-mail ([alindemanallen@cts.edu](mailto:alindemanallen@cts.edu)) or hardcopy on the day the class meets. Quizzes will be distributed and taken at the start of each class meeting.
- Letter grades will be assessed based on the rubrics provided below

- The weighting of assignments are as follows:

Element	% Value
Class Attendance	10
Discussion Participation	30
Quizzes (4 quizzes, covering the material for each class)	40
Story Worksheets (2 worksheets, due 3/18 and 4/22)	20
<b>Total</b>	<b>100</b>

- Grades will be turned in to the COS office no later than 30 days after the course ends.

### Story Sheet Assignment

- Will tell the “story” of the particular book of the bible assigned
- Will address the following:
  - Characters (Main Characters, Minor Characters, Protagonists, Antagonists, etc.)
  - Setting (Location(s) and time(s) in which action of the story takes place)
  - Plot (What sets the action up, what is the main action/climax, what is the resolution)
  - Audience
  - Exigence (why was it written)

*Basically, this answers: What main message does the letter convey? And for whom?*

### *Rubric for Story Sheets:*

A = Clear and accurate information; demonstrates understanding of the text and its context; utilizes and cites a variety of appropriate resources

B = Accurate information; demonstrates knowledge of the text and its context; utilizes and cites at least two appropriate resources

C = Mostly accurate information; demonstrates working knowledge of the text; utilizes

- and cites one appropriate resource
- D = Difficult to decode information; struggles with understanding of the text and its context; utilizes inappropriate resources (other than recommended texts) or does not demonstrate use of outside resources for help
- F = Student failed to complete the assignment

### ACADEMIC HONOR POLICY

The Course of Study School of Indiana requires that all material submitted by a student in fulfilling academic requirements must be the original work of the student. Violations of academic honor include any action by a student indicating lack of integrity in academic ethics. Violations include, but are not limited to, cheating and plagiarism. Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination. Plagiarism is the act of presenting the published or unpublished words or ideas of another [including online resources] as if it were one's own work. A writer's work should be regarded as his or her own property. Any person who knowingly (whether intentionally or unintentionally) uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism. A student found guilty of a violation of the academic honor policy, after a review of the case, may be subject to one or more of the following actions:

- (1) warning
- (2) probation
- (3) suspension for the remainder of the course
- (4) dismissal from the Course of Study School of Indiana
- (5) failing grade for the course
- (6) reduction in grade for the assignment

Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry.

This is NOT a grade for attendance. ATTENDANCE IS EXPECTED. Participation is assessed based upon your engaged and respectful participation in course activities and discussion.

If you need to be absent for or miss a significant portion (1 hour+) of a course session, this should be cleared with the instructor and COS in advance. Because of the intensive nature of this course, excessive absence (or missing significant portions of a course session) could result in failure of the course.

#### *Rubric for Participation:*

- A = Always on time and prepared for class  
Respectful engagement with peers, authors, and instructor  
Active listening demonstrated by frequent discussion participation
- B = Usually on time and prepared for class  
Respectful engagement with peers, authors, and instructor

- Active listening demonstrated by consistent discussion participation
- C = Three or more instances of arriving late, leaving early, and/or unprepared for class  
Respectful of peers, authors, and instructor  
Occasional discussion participation, sometimes demonstrates active listening
- D = Frequently late, leaves early, and/or arrives unprepared for class  
Disrespectful of peers, author, and/or instructor  
Rare discussion participation  
Does not actively pay attention (e.g. looking at cell phone, non-course related websites, sleeping, or otherwise disengaging with class)
- F = Unexcused absences are an automatic failure of the *entire course*  
Frequently misses part of the course and arrives unprepared  
Does not participate in discussion or demonstrate active listening (see above)