

Introduction to the Gospels Readings NT 4410R

Fall, 2021
Ozark Christian College
Directed Independent Study
3 Credit Hours

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Course Description

This course covers the historical background of the Gospels, historical critical issues concerning Christ and the Gospels, and special introduction to each of the Gospels. Students will learn about the history of the intertestamental period, the search for the historical Jesus, critical methodologies for studying the Gospels (including source criticism, form criticism, and redaction criticism), related issues such as the Gnostic gospels, and critical background information for each of the Gospels.

College Mission

The ultimate mission of Ozark Christian College is to glorify God by evangelizing the lost and edifying Christians worldwide. The immediate mission of Ozark Christian College is to train men and women for Christian service as a degree-granting institution of biblical higher education.

College Learning Goal

The learning goal of Ozark Christian College is to educate and equip students to become like Christ and serve Christ in leadership ministry. Graduates will be biblically grounded, spiritually matured, culturally engaged, and vocationally prepared.

College Learning Outcomes

General Education Outcomes:

GE 5: Appreciate and responsibly engage the physical world and diverse cultures, both past and present.

Biblical Education Outcomes:

BE 1: Know and value the historical and theological content of the Bible.

BE 2: Interpret scripture to discover the author's intended meaning.

Course Objectives:

Upon completion of this course, a student should be able to:

1. Identify leading characters and events in intertestamental Jewish history [GE 5; BE 1].
2. Demonstrate how intertestamental Jewish thought is reflected in the background of the Gospels [GE 5; BE 1].
3. Differentiate various critical methodologies in Gospels studies and show how these affect the interpretation of the Gospels [BE 2].

Information Literacy

Ozark Christian College is committed to information literacy training. This training will be intentional, incremental, and missional. Students will learn to access, evaluate, and utilize pertinent information in their ministry preparation.

ADA Accommodation

If you have a disability and are requesting an accommodation, please contact the Director of Academic Operations at 417.626.1222 as soon as possible.

*****COVID-19 Accommodation*****

The safety and wellness of our learning community is an urgent concern. ***Please do not come to class if you are experiencing any symptoms of sickness including a fever, a persistent cough, or a sore***

throat. If you suspect you are ill, isolate yourself and contact Health Services at health@occ.edu immediately. The Office of Academics will use the ADA accommodations process to coordinate services for students who test positive for COVID-19 or for those who may be required to self-isolate. This can include the full use of existing accommodations, exempting a student from the appeals process for excessive absences, permitting students to attend via live stream or course recordings, or the switch to online courses. If such an accommodation is needed, contact the Director of Academic Operations at 417.626.1222.

Learning Management System

This course will use the Canvas LMS (<http://occ.instructure.com>). The professor will keep all grades and attendance on Canvas, and all course handouts that are not given in class will be posted there. Occasionally students will be required to do certain quizzes on the Canvas site, as well as submit certain assignments there. Students can arrange to receive notifications of changes to the course on the Canvas site in a number of different formats. Any changes to the course schedule will be made on the Canvas site, which will supersede the schedule printed in this syllabus.

Turnitin

Ozark Christian College contracted with iParadigms, LLC for Turnitin® services to be used at the instructor's discretion. The Originality Check service allows students to submit a paper through Canvas to check for improper citation and potential plagiarism before it is submitted to the instructor. The Peer Review service allows students to submit assignments anonymously to peers for editing and feedback. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Classroom Policies, Procedures, and Expectations:

- **Cheating** – Don't do it! It will always be a temptation in your classes and in your life to take shortcuts through different forms of cheating, but you must fight the urge and do your work yourself. This is how you will benefit in all areas of life in the long run. If I conclude that cheating has occurred on any assignment, it will result in a failing grade for the assignment (0%), a meeting with me, and informing both the Academic Dean and the Executive Director of Student Development for further disciplinary action (which could result in failure of the class or dismissal from the college).
- **Plagiarism** – Don't do this either! Like cheating, simply *stealing* someone else's work is always a temptation, but in this age of information, the ability to detect plagiarism is becoming easier and easier. So please don't think: "Oh, I won't get caught," because, inevitably, you will get caught. Just to be clear on the definition of plagiarism, here is a simple definition to work from: *The submission of material (in whole or in part) as your own work that is not your own work without proper citation, quotation, and/or appropriate documentation.* Like cheating, any accounts of plagiarism will result in a failing grade for the assignment (0%), a meeting with me, and informing both the Academic Dean and the Executive Director of Student Development for further disciplinary action (which could result in failure of the class or dismissal from the college).
- **Attendance** – This is extremely important for readings courses!!!! Due to U.S.D.E. regulations, we are required to have a weekly interaction in our distance education and reading classes with each student. This interaction will be our means for taking attendance throughout the school year. As a result, you will need to email me at wood.shane@occ.edu before Friday at 5:00pm each week to let me know what you have read that week to satisfy this requirement (see "Weekly Attendance" in the assignments below).
- **Late Work** – This is virtually an oxymoron for my classes. Late work is not tolerated. The dates are clearly communicated for you so that you can plan accordingly to turn in your work on time.

- **Assignments** – All assignments are: double spaced, 1” margins, 12 point font, Times New Romans, Turabian format.
 - **Word Counts** – For all assignments that list a word count, you need to include at the end of the section or paper a word count (i.e., “Word Count = 1,256 words”).
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Text Books:

Joel Green, *Dictionary of Jesus and the Gospels*. 2d ed. Downers Grove: IVP, 2013.

Craig A. Evans, *Ancient Texts for New Testament Studies*. Peabody, MA: Hendricksen, 2005.

Rowan Williams, *Christ on Trial*. Grand Rapids: Eerdmans, 2000.

Assignment Due Dates:

Date	Assignments Due:	Date	Assignment
8/17		10/19	
8/18		10/20	
8/19		10/21	
8/20	Weekly Attendance #1	10/22	Weekly Attendance #10
8/24		10/26	
8/25		10/27	
8/26		10/28	
8/27	Weekly Attendance #2; Select Gospel; Gospel Reading #1	10/29	Weekly Attendance #11; David Rhoads and Donald Michie, <i>Mark as Story</i>
8/31		11/2	
9/1		11/3	Shane J. Wood, "Reading the Book of Revelation as Story—A Literary Analysis of the Apocalypse of John"
9/2		11/4	
9/3	Weekly Attendance #3	11/5	Weekly Attendance #12
9/7		11/9	
9/8		11/10	
9/9		11/11	
9/10	Weekly Attendance #4; IVP Dictionary Reading	11/12	Weekly Attendance #13; Literary Analysis
9/14		11/16	
9/15		11/17	
9/16		11/18	
9/17	Weekly Attendance #5	11/19	Weekly Attendance #14; Gospel Reading #2
9/21		11/23	THANKSGIVING BREAK
9/22		11/24	THANKSGIVING BREAK
9/23		11/25	THANKSGIVING BREAK
9/24	Weekly Attendance #6; Apocryphal Reading	11/26	THANKSGIVING BREAK
9/28		11/30	
9/29		12/1	
9/30		12/2	
10/1	Weekly Attendance #7; Pseudepigrapha Reading; Dead Sea Scrolls Reading	12/3	Weekly Attendance #15; Devotional Book Report
10/5		12/7	Final Project Due
10/6			
10/7			
10/8	Weekly Attendance #8		
10/12			
10/13			
10/14			
10/15	Weekly Attendance #9; James K. Beilby and Paul R. Eddy (eds.), <i>The Historical Jesus: Five Views Book</i>		

Approach to this Class [READ THIS FIRST TO UNDERSTAND THE ASSIGNMENT BREAK DOWN!]:

It is important in studying the Gospels to intentionally try to view the narratives of Jesus from multiple angles. At times, we can get caught in our specific points of view and simply repeat what we have always learned about the Gospels or the specific stories, but forcing ourselves to view the Gospels through different “lenses” will allow us to see the Gospel anew and be challenged by different insights brought about by that particular lens. This class, then, will interact with the Gospels like a diamond—constantly rotating the text to see the different colors of light that emerge as we view it from a different angle. As a result, the following assignments are split up in four different sections that correspond to the four different lenses that will guide our study: [1] The Historical Lens; [2] Textual Critical Lens; [3] Literary Lens; [4] Devotional Lens.

Assignments:

- **Weekly Attendance (Due: Every Friday by 5:00pm) (5%)**
 - The United States Department of Education has demanded that in distance education and readings courses that we have weekly interaction with each student in order to satisfy our attendance policies at OCC.
 - As a result, you will be required to email me (wood.shane@occ.edu) the reading and the assignments you were working on each week—due by Friday at 5:00pm each week.
 - All that you are required to do is to email me:
 - [1] Name
 - [2] What you are reading/working on
 - [3] Any thoughts, comments, or questions you may have.
 - Again, this email needs to be sent to me each week by Friday at 5:00pm.
- **General Introduction:**
 - **Select a Gospel (2.5%)**
 - By the end of the second week of classes, you will need to email me (wood.shane@occ.edu) what Gospel you are going to primarily use throughout the entire semester.
 - While you are going to be interacting with all four Gospels, I want you to choose one Gospel that you will utilize for your assignments and some of the designated readings.
 - **Gospel Reading #1 (5%)**
 - For this assignment, you need to read the Gospel you have selected *in two different translations* (DO NOT USE *THE MESSAGE*).
 - On the day this is due, you will upload a document to Canvas with the percentage [an actual number] of the assignment you have completed.
 - For example, if you only read Matthew in the *NIV* but you did not read it in another translation, then you did 50% of the assignment.
 - Or, if you read Matthew in the *NIV* and then only made it to chapter 14 of Matthew (which has 28 chapters) in the *ESV*, then you did 75% of the assignment.
 - **IVP Dictionary Reading (10%)**
 - For this assignment, you will need to do two things:
 - [1] **Read Articles** from the *Dictionary of Jesus and the Gospels* edited by Joel B. Green (this is one of your textbooks!).
 - (1) Below, you will find a list of the articles from which you **MUST** choose 5 and read for this assignment.
 - (2) **In addition** to these articles, you are to choose 2 more articles of reading from this book.
 - On your report that you turn in to me, you will need to list which additional articles you read.

- Like other reading assignments, I want you to include a percentage of what you read (I want an actual number!) within your report that you turn in to me.
 - [2] You need to select 4 of the articles that you read and write 3 paragraphs (about 275-300 words per article):
 - Paragraph #1 – Summarize the contents of the article
 - Paragraph #2 – Describe the impact of the article on New Testament studies (in general)
 - Paragraph #3 – Describe the impact of the article on your New Testament book in particular
 - **List**
 - Dead Sea Scrolls (pp. 166-172)
 - Jerusalem (pp. 408-414)
 - Ethics of Jesus (pp. 242-251)
 - Form Criticism (pp. 288-294)
 - Gospel (Genre) (pp. 335-342)
 - Gospels (Apocryphal) (pp. 346-352)
 - Quest of the Historical Jesus (pp. 718-756)
 - Jesus in Non-Christian Sources (pp. 414-419)
 - John, Gospel of (pp. 419-436)
 - Josephus (pp. 444-448)
 - Narrative Criticism (pp. 619-624)
 - Luke, Gospel of (pp. 540-552)
 - Mark, Gospel of (pp. 553-566)
 - Matthew, Gospel of (pp. 570-584)
 - Old Testament in the Gospels (pp. 631-641)
 - Pharisees (pp. 673-679)
 - Pontius Pilate (pp. 679-680)
 - Priests and Priesthood (pp. 696-705)
 - Q (pp. 711-718)
 - Redaction Criticism (pp. 767-771)
 - Revolutionary Movements (pp. 789-799)
 - Rome (pp. 810-819)
 - Social-Scientific Criticisms (pp. 874-881)
 - Synoptic Problem (pp. 911-919)
 - Synoptics and John (pp. 920-924)
 - Textual Criticism (pp. 959-963)
 - Typology (pp. 986-990)
 - Apocalypticism and Apocalyptic Teaching (pp. 23-33)
 - Archeology and Geography (pp. 45-59)
 - Canon (pp. 101-106)
 - Eschatology (pp. 232-239)
 - Hellenism (pp. 376-379)
 - Herodian Dynasty (pp. 379-382)
 - Judaism, Common (pp. 452-458)
 - Kingdom of God/Heaven (pp. 468-481)
 - Temple (pp. 939-947)
- **Historical Lens**
 - **Apocrypha Reading (10%)**
 - For this assignment, you will need to do three things:
 - [1] You will need to read the entire Apocrypha. Where can you find it?

- (1) You can go to our library and check out “The Apocrypha”—various copies are found in the 229 section of the general stacks of the books.
- (2) You can get an *RSV* or an *NRSV* Bible, which normally includes an Apocrypha as well.
- (3) You can go on to *Logos Bible Software* and look up “Apocrypha” or you can go to the *NRSV* Bible and read the Apocrypha there.
- (4) You can read it all on the internet here:
<http://wesley.nnu.edu/sermons-essays-books/noncanonical-literature/noncanonical-literature-of-apocrypha>
- [2] **BEFORE YOU READ EACH APOCRYPHAL BOOK**, you will need to read the introduction of each book in *Ancient Texts for New Testament Studies: A Guide to the Background Literature* by Craig A. Evans (pp. 9-25)—this is one of your textbooks!
- [3] As you read each book of the Apocrypha, you will need to find 2-3 parallels (e.g., linguistic, theological, conceptual, narrational, etc.) between the Apocryphal book and your Gospel.
- You will then turn in to me a report that has the following:
 - [1] At the very top of the report, I want you to tell me what percentage of the Apocrypha you read (I want an actual number).
 - [2] For each book of the Apocrypha, I want you to give me the following information:
 - (1) The Title of the Book
 - (2) The Estimated Date of the Book (if applicable)
 - (3) The Author of the Book (if applicable)
 - (4) A 2-3 sentence summary of the purpose of the book
 - (5) Your list of 2-3 parallels to your Gospel (actual chapter and verse from the Gospel) from that particular Apocryphal book.
- This is the list of 15 books of the Apocrypha I want you to read:
 - 1 Esdras
 - 2 Esdras
 - Tobit
 - Judith
 - Additions to Esther
 - Wisdom of Solomon
 - Ecclesiasticus (Sirach)
 - Baruch
 - Epistle to Jeremiah
 - Prayer of Azariah and the Song of the Three Children
 - Susanna
 - Bel and the Dragon
 - Prayer of Manasseh
 - 1 Maccabees
 - 2 Maccabees
- **Pseudepigrapha Reading (7.5%)**
 - Like the previous assignment, you will need to do three things:
 - [1] You will need to read the **three** books for the Pseudepigrapha. Where can you find it?
 - (1) You can go to our library and check out “The Pseudepigrapha”—various copies are found R 229.91 O44 2009. There are two volumes that contain all of the Pseudepigrapha.

- (2) You can go on to *Logos Bible Software* and look up “Pseudepigrapha.” You may not have the Pseudepigrapha on your *Logos* version, but I would still try this in case you do.
 - (3) You can read it all on the internet here: http://wesley.nnu.edu/biblical_studies/noncanon/pseudepigrapha.htm.
- [2] **BEFORE YOU READ EACH PSEUDEPIGRAPHAL BOOK**, you will need to read the introduction of each book in *Ancient Texts for New Testament Studies: A Guide to the Background Literature* by Craig A. Evans—this is one of your textbooks!
- [3] As you read each book of the Pseudepigrapha, you will need to find 2-3 parallels (e.g., linguistic, theological, conceptual, narrational, etc.) between the Pseudepigraphal book and your Gospel.
- You will then turn in to me a report that has the following:
 - [1] I want you to tell me what three Pseudepigraphal books you chose and the percentage of those books you read (I want an actual number).
 - [2] For each book of the Pseudepigrapha, I want you to give me the following information:
 - (1) The Title of the Book
 - (2) The Estimated Date of the Book (if applicable)
 - (3) The Author of the Book (if applicable)
 - (4) A 2-3 sentence summary of the purpose of the book
 - (5) Your list of 2-3 parallels to your Gospel (actual chapter and verse from the Gospel) from that particular Pseudepigraphal book.
- **Dead Sea Scrolls Reading (5%)**
 - Like the previous assignment, you will need to do three things:
 - [1] You will need to read the *War Scroll* (1QM, 4Q491-496) from the Dead Sea Scrolls. Where can you find it?
 - (1) You can go to our library and check out “The Dead Sea Scrolls”—the best version I have found is Michael Wise, Martin Abegg Jr., and Edward Cook (trans.), *The Dead Sea Scrolls: A New Translation*. But any version will do just fine.
 - (2) If you find it on the internet, you can read it there too. Make sure, though, that you email me the link to the internet version so that I can pass it along to other students looking for it.
 - [2] **BEFORE YOU READ THE WAR SCROLL**, you will need to read the introduction of The War Scroll (1QM, 4Q491-496) in *Ancient Texts for New Testament Studies: A Guide to the Background Literature* by Craig A. Evans—this is one of your textbooks!
 - [3] As you read the War Scroll, you will need to find 2-3 parallels (e.g., linguistic, theological, conceptual, narrational, etc.) between The War Scroll book and your Gospel.
 - You will then turn in to me a report that has the following:
 - [1] I want you to tell me what percentage of the War Scroll you read (I want an actual number!).
 - [2] In addition, I want you to give me the following information:
 - (1) The Title of the Book
 - (2) The Estimated Date of the Book (if applicable)
 - (3) The Author of the Book (if applicable)
 - (4) A 2-3 sentence summary of the purpose of the book
 - (5) Your list of 2-3 parallels to your Gospel (actual chapter and verse from the Gospel) from that particular Pseudepigraphal book.

- **Textual Critical Lens:**
 - **Read James K. Beilby and Paul R. Eddy (eds.), *The Historical Jesus: Five Views Book* (5%)**
 - You can find this book in our library (232.908 B422h) or you can order it from Amazon here (http://www.amazon.com/Historical-Jesus-Five-Views/dp/0830838686/ref=sr_1_1?s=books&ie=UTF8&qid=1326741143&sr=1-1).
 - After reading the entire book, I want you to give me the following report:
 - The report should include:
 - [1] A confessional statement with % of the book that you read (I want an actual number)
 - [2] A summary of the book as a whole
 - [3] Points of disagreement with the book
 - [4] Two key ideas that you had not encountered before reading this book (NOTE: I would focus on two chapters in particular that you found to be quite beneficial for your particular Gospel).
 - The total word count should be: at least 750 words.
- **Literary Lens:**
 - **Read David Rhoads and Donald Michie, *Mark as Story* (5%)**
 - You can find this book in our library (226.3066 R476m) or you can order it from Amazon here (http://www.amazon.com/Mark-Story-Second-David-Rhoads/dp/0800631609/ref=sr_1_1?s=books&ie=UTF8&qid=1326741464&sr=1-1).
 - After reading the entire book, I want you to give me the following report:
 - The report should include:
 - [1] A confessional statement with % of the book that you read (I want an actual number)
 - [2] A summary of the book as a whole
 - [3] Points of disagreement with the book
 - [4] Two key ideas that you had not encountered before reading this book (NOTE: I would focus on two chapters in particular that you found to be quite beneficial for your particular Gospel).
 - The total word count should be: at least 750 words.
 - **Read Shane J. Wood, “Reading the Book of Revelation as Story—A Literary Analysis of the Apocalypse of John” (5%)**
 - You can find this essay on my website at: <http://www.shanejwood.com/writings/>.
 - The purpose of reading this essay is to give you a template for how you will do the following assignment on the “Literary Analysis” of your particular Gospel.
 - I want you to read this entire essay, and then submit a report to me that includes the following:
 - [1] A confessional statement with % of the essay that you read (I want an actual number)
 - [2] A summary of the essay as a whole
 - [3] Two key ideas that you had not encountered before reading this essay.
 - **Literary Analysis (10%)**
 - Each student will need to prepare a literary analysis of their particular gospel, which is to be patterned off of the literary analysis of Revelation found on my

website (here: <http://www.shanejwood.com/writings/>) and should focus on the following elements:

- [1] The Author of the Gospel
 - How does the author function in the narrative?
 - Is the author the narrator?
 - Or is a character that the author portrays narrate the story?
 - Or is there some other narrative tactic implemented?
 - What are the limitations of the narrator?
 - Is the narrator omniscient about all events—even the internal inquiries of the characters?
 - Is the narrator bound by space and/or time?
 - What is the narrator's interaction with the narrative?
 - Is the narrator a character of the story?
 - Is the narrator a detached, objective guide throughout the story?
 - How does the text reveal the author?
 - How does the text reveal the narrator?
 - How does the narrator narrate?
 - What are the patterns and tactics utilized by the narrator?
 - Does the narrator focus on discourses?
 - Does the narrator focus on events?
 - What is the pace of the narrator throughout the Gospel?
 - Does the narrator have privileged information or is the narrator “experiencing” the events with the reader?
 - What is the overall structure of the Gospel put together by the author/narrator?
 - Does the narrator utilize other sources to tell the story (i.e., Old Testament, Pseudepigrapha, Apocrypha, etc.)?
 - What literary tactics does the narrator use?
 - Parables?
 - Numerology?
 - Hyperbole?
 - Similes?
 - Foreshadowing?
 - Parody?
 - Other methods?
 - How does the narrator utilize Dialogue?
- [2] The Plot of the Gospel
 - What does the conflict in the narrative reveal about the plot of the Gospel?
 - (1) What is the conflict with supernatural in the Gospel?
 - (2) What is the conflict with nature in the Gospel?
 - (3) What is the conflict with society in the Gospel?
 - (4) What is the conflict with individuals (or groups) in the Gospel?
 - (5) What is the conflict with one's self in the Gospel?
- [3] The Characters in the Gospel
 - Who are the major characters in the Gospel?
 - What role do the major characters play in the Gospel?
 - Who do the major characters interact with? Why?
 - What actions are done by the major characters?
 - What actions are done to the major characters?

- Do all of the major characters utilize dialog? If so, how frequently?
 - How do the characters shift (either physically or non-physically) in the narrative?
 - Is there a shift in some major characters playing minor characters at different points in the narrative?
 - Who are the minor characters in the Gospel?
 - What roles do the minor characters play in the Gospel?
 - Who do the minor characters interact with? Why?
 - What actions are done by the minor characters?
 - What actions are done to the minor characters?
 - Do all of the minor characters utilize dialog? If so, how frequently?
 - Is there a shift in some minor characters playing major characters at different points in the narrative?
 - [4] The Readers/Hearers of the Gospel
 - What describes the “ideal reader” of your Gospel?
 - How does the narrative interact with the ideal reader?
 - Does the narrative utilize tension?
 - Does the narrative utilize editorial asides?
 - Does the narrative utilize direct commands or exhortations?
 - Does the narrative utilize indirect commands or exhortations?
 - What is the intention of the narrative for the ideal reader?
 - To comfort? Challenge? Exhort? Encourage? Rebuke?
 - Is this message communicated explicitly or implicitly?
 - Each element should be adequately addressed in the literary analysis turned in to me, which will probably result in a page length of approximately 10-15 pages—12 point, Times New Roman, 1-inch margins, double spaced.
- **Devotional Lens:**
 - **Gospel Reading #2 (2.5%)**
 - For this assignment, you need to read the Gospel you have selected in *The Message* translation (which can be found in the library, on *Logos Bible Software*, and even online).
 - DO NOT use *The Message Remix*, because I want you to read the Gospel without chapter verse divisions.
 - On the day this is due, you will submit a document to Canvas with the percentage [an actual number] of the assignment you have completed.
 - **Devotional Book Report (5%)**
 - You will read and submit a book report on: *Christ on Trial: How the Gospel Unsettles Our Judgment* by Rowan Williams.
 - The report should include:
 - [1] A confessional statement with % of the book that you read (I want an actual number)
 - [2] A summary of the book as a whole
 - [3] Points of disagreement with the book
 - [4] Points of enlightenment (something that struck you as insightful)
 - [5] Your recommendation for future classes regarding this book—should they read it or not.
 - Word Count: 750—1,100 words

- **Final Project (15%):**
 - Over the course of the semester, you will be doing assignments and reading books that will ultimately be utilized into an overarching project for your selected Gospel. This project will function as your final exam (N.B.: In other words, there will be no final exam for this class—you will just turn the project in on that day!).
 - Listed below are all of the elements of the project with a corresponding page expectation as well as a description of the project:
 - **[1] Historical Lens** (at least 1,250 words)
 - For this section, you will need to pick one parallel from the Apocrypha, Pseudepigrapha, or Dead Sea Scrolls.
 - Utilizing this parallel, you need to describe a couple of things:
 - [1] The evidence for this parallel (e.g., linguistic, conceptual, etc.)
 - [2] What passage in your Gospel this parallels
 - [3] How this parallel assists in the interpretation of the Gospel passage
 - [4] Reflect on the implications of this parallel (and others like it) within your Gospel
 - Use at least 4 sources (not from the internet) that should be included in a bibliography at the end of this section.
 - Put an exact word count at the end of the section.
 - **[2] Literary Lens** (at least 1,500 words)
 - In this section, you will need to focus on two specific characters in your Gospel narrative—a major character **and** a minor character.
 - You will need to describe:
 - [1] How each functions in the narrative
 - [2] How each shifts in the narrative
 - [3] What literary tactics are used in the narrative to portray each character
 - [4] What impact each character plays in key events
 - [5] Your reflection on why literary analysis is important for Gospel studies (only 300 words max on this last element)
 - You are NOT to use outside sources for this section.
 - Put an exact word count at the end of the section.
 - **[3] Devotional Lens** (at least 1,000 words)
 - In this section, I want you to exercise some self-disclosure and reflect on how the study of your particular Gospel has impacted you throughout the semester.
 - What has God been revealing to you or challenging you with through this study?
 - What aspects of Jesus have been acutely brought to your attention?
 - What words of exhortation or rebuke have you received from this study?
 - What words of encouragement or comfort have you received from this study?
 - Put an exact word count at the end of the section.
 - **[4] Book Synopsis** (750-800 words—not higher not lower)
 - In this assignment, you will be required to write a two page paper that effectively communicates and summarizes the heartbeat of your Gospel.
 - When writing this paper, you will need to write on a level that any person sitting in the pews could be able to understand.
 - In other words, you should write it as if you are publishing the synopsis of your book in the Christian Standard or as a summary handout for your small group

leaders that will be teaching over the book as your church goes through a sermon series over the book.

- This article should be clear, concise, and truly communicate the heartbeat of your Gospel's perspective so that if the author of your Gospel would read it they would say, "That is exactly what I had in mind."
- This project CANNOT be under 750 words or over 800 words in length.
- For the final project, I want to state that: Extra elements (not listed here) are welcome!!!

Course Assignments and Expectations

In keeping with standards typical of higher education, the expectation is that you will work about two hours outside of the classroom for every hour inside the classroom. It is estimated that in this course you will work 9 hours per week (combining time outside of traditional class and time replacing in class engagement) in order to accomplish course expectations.

Grading

The official OCC grading scale will be followed for the student's mid-term and final grades:

%	Grade	%	Grade
95-100	A	79-82	C
93-94	A-	77-78	C-
91-92	B+	75-76	D+
87-90	B	72-74	D
85-86	B-	70-71	D-
83-84	C+	0-69	F

The Final grades for this class will be based on the following percentages of the assignments described above.

Assignment	%
Weekly Attendance	5%
Select a Gospel	2.5%
Gospel Reading #1	5%
IVP Dictionary Reading	10%
Apocrypha Reading	12.5%
Pseudepigrapha Reading	7.5%
Dead Sea Scrolls Reading	5%
Beilby and Eddy Book	5%
Rhoads and Michie Book	5%
Shane J. Wood Essay	5%
Literary Analysis	12.5%
Gospel Reading #2	5%
Devotional Book Report	5%
Final Project	15%
TOTAL	100%

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