CMN 3300-01
Biblical Exegesis and Exposition from the Synoptic Gospels
May 16-19, 2016

PROFESSOR
Dr. Michael Jackson, B.S, M.Div., D. Min  Office: McClurkan 307
Phone: 615-248-1732 (office); 904-477-3286 (cell)  email: mjackson@trevecca.edu

COURSE DESCRIPTION
An examination of the synoptic Gospels, with special attention given to one book from that section of scripture, for both a clearer understanding of the text and its application for preaching/teaching in the local church. This course may be repeated if focus is on a different book of the Bible.

STUDENT LEARNING OUTCOMES
• Know the history of the first century world of Jesus and how that aids interpretation of the gospels.
• Know the basic outline and key events of the life of Jesus Christ.
• Understand the way that the genre of gospel narrative functions and its usefulness for preaching and teaching.
• Identify the interrelationships of the synoptic gospels as well as the basic introductory material for each.
• Develop a preaching/teaching plan that is based on one of the Synoptic Gospels.
• Utilize this literature with integrity in spiritual formation, Christian proclamation, and discipleship.

TEXTS
• *The New Interpreter’s Bible Commentary*, Volumes VIII and IX, available electronically from TNU Library
  *Available electronically from TNU Library. Watch this video to learn how to access it—https://youtu.be/4RpzapjLf5c

SUPPLEMENTAL BIBLIOGRAPHY
• Abingdon New Testament Commentaries (Matthew, Mark, Luke), available electronically from TNU Library
• Reddick, Mitchell G. *An Introduction to the Gospels*, available electronically from TNU Library
• Juel, Donald. *The Gospel of Mark* (Interpreting Biblical Texts), available electronically from TNU Library
• Senior, Donald. *The Gospel of Matthew* (Interpreting Biblical Texts), available electronically from TNU Library
• *The New Interpreter’s Dictionary of the Bible*, available electronically from TNU Library

ASSIGNMENTS

CEU Requirements (for officers not in the degree-seeking program)
To receive 2 hours of CEU credit an officer must:
1. Complete one pre-course assignment (The Life of Jesus), read the text by Murphy (pp. 1-87; 291-374) and the *General Articles on the New Testament* in *The New Interpreter’s Bible Commentary*, Volume VIII
2. Attend all class sessions (Monday – Thursday),
3. Participate in the Class Presentation assignments outlined in assignment # 3 below, and
4. Complete an in-class evaluation, which includes writing a summary stating how the course’s reading, lectures, and discussion will impact current and future ministry (to be given Thursday afternoon).

CEU assignments are not given point values (points are received only by degree-seeking students who receive a final grade for the course), but are marked “satisfactory” or “unsatisfactory.”
Requirements for officers in the degree-seeking program

1. The Jewish World of Jesus. **Degree students** will research the historical period of first century Palestine with special focus on the political, religious, and socioeconomic background of the gospels. This paper is due by 12:30 pm electronically on the first day of class, Monday, May 16. (100 points — degree students only)

2. The Life of Jesus. **All students** will complete a 4-5-page survey of the life of Christ, fleshing out this seven-fold outline of the life of Jesus: 1) Infancy, 2) Baptism/Temptation, 3) Calling Disciples, 4) Galilean Ministry, 5) Preaching in Parables, 6) Journey to Jerusalem, and 7) Passion. A rubric for this assignment is provided at the end of the syllabus. **CEU students**—the paper is due by 12:30 pm electronically on the first day of class, Monday, May 16. **Degree students** This paper is due electronically by Monday, May 9. (100 points — degree students only)

3. Class Presentations. During the week of classes, **all students** will prepare an incarnational translation (30 points), a sermon purpose statement (30 points), and a sermon introduction (30 points) for an assigned text. Each student will present at least one of these assignments in class on Tuesday, Wednesday, or Thursday. Instructions for each assignment will be given in class. (90 points — degree students only)

4. Sermon Plan. **Degree students** will submit an 8-10 page paper that presents a seven week sermon series based on one of the Synoptic Gospels. You will provide an introduction to the gospel on which your series is based (5-6 pages), along with a calendar that includes, for each of the seven Sundays, the text and title of your sermon, the Sermon Purpose statement, and an introduction to three of the sermons. This paper is due electronically by Friday, June 17. A rubric for this assignment is provided at the end of the syllabus. (200 points)

5. Service Learning Project. **Degree students** will prepare and preach a sermon (or teach a Bible study) in your context, using an assigned text from the Synoptic Gospels. The student will videotape the sermon/Bible study and make the video available to the professor and 3 peers via YouTube no later than Tuesday, June 14 (60 points for on-time video). The student will write three peer reviews, which will be submitted electronically to both professor and peers by Friday, June 24 (25 points for each peer review). You will also write a 4-5 page reflective paper for this sermon. A rubric for this project is provided at the end of the syllabus. This paper is due electronically by Friday, July 1 (75 points for this reflection paper). (210 points)

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade</th>
<th>Percentage or Points</th>
<th>TNU Quality Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>A+</td>
<td>98-100%</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>94-97.9%</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90-93.9%</td>
<td>3.7</td>
</tr>
<tr>
<td>Superior</td>
<td>B+</td>
<td>88-89.9%</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>84-87.9%</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80-83.9%</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>78-79.9%</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>74-77.9%</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>70-73.9%</td>
<td>1.7</td>
</tr>
<tr>
<td>Passing</td>
<td>D+</td>
<td>68-69.9%</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>64-67.9%</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>60-63.9%</td>
<td>.7</td>
</tr>
<tr>
<td>Failing</td>
<td>F</td>
<td>Below 60%</td>
<td>0</td>
</tr>
</tbody>
</table>

**GRADE DISTRIBUTION**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Jewish World of Jesus</td>
<td>100</td>
<td>14.3%</td>
</tr>
<tr>
<td>The Life of Jesus</td>
<td>100</td>
<td>14.3%</td>
</tr>
<tr>
<td>Class Presentations (3x30 points)</td>
<td>90</td>
<td>12.8%</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>210</td>
<td>30.0%</td>
</tr>
<tr>
<td>Sermon Series</td>
<td>200</td>
<td>28.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>700</td>
<td>100%</td>
</tr>
</tbody>
</table>
PRE-COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Hours</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Jewish World of Jesus (Degree students only)</td>
<td>15</td>
<td>Know the history of the first century world of Jesus and how that aids interpretation of the gospels.</td>
</tr>
<tr>
<td>The Life of Jesus (All students)</td>
<td>10</td>
<td>Know the basic outline and key events of the life of Jesus Christ.</td>
</tr>
<tr>
<td>Reading Textbook and Assigned Articles from NIB Commentary</td>
<td>20</td>
<td>Understand the way that the genre of gospel narrative functions and its implications for preaching and teaching.</td>
</tr>
</tbody>
</table>

CLASS SESSIONS/OUTLINE (subject to change)

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Hours</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Afternoon</td>
<td>12:30-2:30</td>
<td>2.0</td>
<td>Orientation – Welcome to the Jewish World of Jesus</td>
</tr>
<tr>
<td></td>
<td>3:00-4:30</td>
<td>1.5</td>
<td>The Homiletic Practice of Incarnational Translation</td>
</tr>
<tr>
<td>Tuesday Morning</td>
<td>8:00-10:00</td>
<td>2.0</td>
<td>The Life of Christ and the Synoptic Problem</td>
</tr>
<tr>
<td></td>
<td>10:30-Noon</td>
<td>1.5</td>
<td>The Gospel of Mark</td>
</tr>
<tr>
<td>Tuesday Afternoon</td>
<td>1:00-2:30</td>
<td>1.5</td>
<td>Class Presentations: Incarnational Translations</td>
</tr>
<tr>
<td></td>
<td>3:00-4:30</td>
<td>1.5</td>
<td>The Homiletic Practice of the Sermon Purpose Statement</td>
</tr>
<tr>
<td>Wednesday Morning</td>
<td>8:00-9:30</td>
<td>1.5</td>
<td>The Gospel of Mark – Continued / The Gospel of Matthew</td>
</tr>
<tr>
<td></td>
<td>10:00-Noon</td>
<td>2.0</td>
<td>The Gospel of Matthew – Continued</td>
</tr>
<tr>
<td>Wednesday Afternoon</td>
<td>1:00-2:30</td>
<td>1.5</td>
<td>Class Presentations: Sermon Purpose Statements</td>
</tr>
<tr>
<td></td>
<td>3:00-4:30</td>
<td>1.5</td>
<td>The Homiletic Practice of the Sermon Introduction</td>
</tr>
<tr>
<td>Thursday Morning</td>
<td>8:00-9:30</td>
<td>1.5</td>
<td>The Gospel of Matthew – Continued /The Gospel of Luke</td>
</tr>
<tr>
<td></td>
<td>10:00-Noon</td>
<td>2.0</td>
<td>The Gospel of Luke – Continued</td>
</tr>
<tr>
<td>Thursday Afternoon</td>
<td>1:00-3:00</td>
<td>2.0</td>
<td>Class Presentations: Sermon Introductions</td>
</tr>
<tr>
<td></td>
<td>3:30-4:30</td>
<td>1.0</td>
<td>Course evaluation/Summary writing</td>
</tr>
<tr>
<td>Class Presentations</td>
<td>Prep Time</td>
<td>3.0</td>
<td>Incarnational Translation, Purpose Statement, Introduction</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

We will break for ½ hour during morning and afternoon sessions. Breaking for lunch may be flexible.

POST-COURSE REQUIREMENTS (degree students only)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Hours</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning Project</td>
<td>25</td>
<td>Utilize this literature with integrity in spiritual formation,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Christian proclamation, and discipleship.</td>
</tr>
<tr>
<td>Seven Sunday Sermon Plan</td>
<td>20</td>
<td>Develop a preaching/teaching plan that is based on the Synoptic Gospels.</td>
</tr>
</tbody>
</table>

DISTRIBUTION OF STUDENT LEARNING HOURS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Degree Students</th>
<th>CEU Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Course Hours</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>Class Seat Time + Prep Time</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Post-Course Hours</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>116</td>
<td>56</td>
</tr>
</tbody>
</table>
COMMON POLICIES

Attendance Policy
Regular class attendance is an important obligation and each student is responsible for all work conducted in class meetings. In emergency situations, a student may request to the faculty member, with approval by the Associate Director of the Christian Ministry Program, for missed sessions to be audio or video recorded (the student is responsible to provide for this). In addition to the student’s listening/watching the recording, the faculty member may require further work in order to make up for the missed sessions. The student must be in attendance for a minimum of 85% of the class sessions in order for this request to be considered. Appeal may be made to the dean of the School of Religion for further flexibility.

Academic Honesty
To protect the integrity of your university degree, academic honesty is expected of all students at Trevecca Nazarene University. TNU students are held to high standards of academic ethics, personal honesty, and moral integrity. Trevecca enforces these standards by dealing with academic dishonesty fairly and firmly. If plagiarism (using another’s statements or thoughts without giving the source appropriate credit) is confirmed, the assignment receives a grade of zero. The assignment is to be resubmitted properly (although the zero grade remains). Cheating on an exam, falsifying documentation, and dishonesty in reporting reading are just a few of the infractions that are grounds for course failure and/or program termination.

Disability Accommodations
Trevecca Nazarene University provides disability support services. Anyone who feels they may need an accommodation based on the impact of a disability and who would like to receive accommodations must register with Disability Services, in the Center for Leadership, Calling, and Service, room 212, 615-248-1346.

Late Work Policy
Papers need to be postmarked, or dated (emailed submissions) on or before the designated due dates. Each day (not counting Sundays) your assignment is late your grade on that assignment will be dropped by 10% (Degree Students).

Electronic Submissions
It is the student’s responsibility to ensure the professor received the assignment. All electronic submissions are to be made to Blackboard and are due by midnight (CDT) of the assignment due date. Submissions after midnight will be subject to the Late Work Policy described above, unless, under extenuating circumstances, the professor has provided (via email) an extension to the deadline.

Cell Phones/Internet
As a courtesy to the professor and other students cell phones (calls & text) and internet connections (email & surfing) are not to be utilized during class. In rare situations taking a personal call or text message may be appropriate, but arrangements should be made in advance with the professor.

Required Paper Format and Product
Papers should conform to APA or MLA standards (be consistent) for citations and formatting see:http://libguides.trevecca.edu/cmoresources ). A polished product (with proper grammar and spelling, structured writing, and mature thought) is expected. Ask yourself:
1. Is the paper clearly written and logically organized?
2. Does it have a coherent argument toward a stated conclusion?
3. Have I, the writer, articulated a definite position of my own?
4. When other texts or positions are engaged, are they adequately understood, fairly characterized, and cited appropriately?
5. Does the paper follow sound conventions of academic writing, and is it polished?

It is advised that students ask a trusted colleague or friend to proofread their work after the student has proofread his paper.
Academic Support/Writing Help
Writing help is available from Trevecca’s Academic Services Center. Please email your paper to writingservices@trevecca.edu along with the following information:
- Class name
- Specific assignment requirements (or attach the class syllabus)
- Date the paper is due

A writing tutor will read the document and respond with suggestions for improvement. Please allow at least four days for the process.

Disclaimer
Please note that all digital communication content exchanged as part of this course, including email, online discussions, and chat sessions, are the responsibility of and owned solely by the author. It is also understood that all digital exchanges are submitted freely by each student.

For further information about CMP policies, consult the CMP catalog, which is accessible, online at: www.trevecca.edu/cmp

RUBRICS for Assignments:

Rubric for “THE JEWISH WORLD OF JESUS” Assignment
You will research the historical period of first century Palestine with special focus on the political, religious, and socioeconomic background of the gospels. Include a bibliography of the sources you utilized for the paper.

<table>
<thead>
<tr>
<th>Criteria evaluated (100 Possible points)</th>
<th>Superior (90-100%)</th>
<th>Very Good (80-89%)</th>
<th>Good (70-79%)</th>
<th>Fair (60-69%)</th>
<th>Poor (0-59%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Background (30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Background (30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomic Background (30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources Used (10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubric for “LIFE OF JESUS” Paper
Research and compose a 4-5-page survey of the life of Christ, fleshing out this seven-fold outline of the life of Jesus: 1) Infancy, 2) Baptism/Temptation, 3) Calling Disciples, 4) Galilean Ministry, 5) Preaching in Parables, 6) Journey to Jerusalem, and 7) Passion.

<table>
<thead>
<tr>
<th>Criteria evaluated (100 Possible points)</th>
<th>Superior (90-100%)</th>
<th>Very Good (80-89%)</th>
<th>Good (70-79%)</th>
<th>Fair (60-69%)</th>
<th>Poor (0-59%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fleshes out each of the seven assigned “chapters” of the life of Jesus (7 chapters x 12 points = 84)</td>
<td>Extremely thorough</td>
<td>Fairly thorough</td>
<td>Somewhat thorough</td>
<td>Somewhat lacking</td>
<td>Missed the mark!</td>
</tr>
<tr>
<td>Researches the Bible, textbook, and other supplemental resources, giving meaningful citations from each (16)</td>
<td>8 citations from all sources</td>
<td>7 citations from all sources</td>
<td>6 citations from all sources</td>
<td>5 citations from all sources</td>
<td>0-4 citations from all sources</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>½ point deducted for each recognized error, up to 10 points (10% of assignment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RUBRIC FOR SERVICE LEARNING PROJECT – Sermon / Bible study on an assigned text.
In your reflection paper, describe the situation that occasioned this message – why this message at this time in the life of your congregation. Then, reflect on the goal of the sermon – what did you want the people to experience as a result of this message. Then, identify the rhetorical means and sermonic strategy by which you attempted to accomplish your goal. (See the page on Sermon Purpose Statements for more details on this analysis.) Process into your paper the feedback provided by your peers and the professor. Finally, evaluate the effectiveness of the sermon/study, and comment on any revisions you would make.

Criteria evaluated (210 Possible points) | Superior 90-100% | Very Good 80-89% | Good 70-79% | Fair 60-69% | Poor 0-59%
--- | --- | --- | --- | --- | ---
Sermon/ study upload on time (60) | On time | 1 day late | 2 days late | 3 days late | +3 days late
Peer Reviews on time (25 x 3 = 75) | On time | 1 day late | 2 days late | 3 days late | +3 days late
Occasion of the Sermon (15) | Analyzes with clarity and insight the reason for preaching this sermon.
Goal of the Sermon (15) | Analyzes with clarity and insight the anticipated outcome of the sermon.
Sermonic/rhetorical strategy (15) | Analyzes with clarity and insight sermonic moves and rhetorical strategy.
Peer / Professor feedback (15) | Processes feedback critically and honestly.
Evaluation of effectiveness (15) | Honestly evaluates the presentation and suggests improvements.
Spelling and Grammar | ½ point deducted for each error, up to 15 points (10% of reviews and paper)

RUBRIC FOR SERMON PLAN – You will submit an 8-10 page paper that presents a seven week sermon series based on one of the Synoptic Gospels. You will provide an introduction to the gospel on which your series is based (5-6 pages), along with a calendar that includes, for each of the seven Sundays, the text and title of your sermon, the Sermon Purpose statement, and an introduction to three of the sermons. This paper is due electronically by Friday, June 17.

Criteria evaluated (200 Possible points) | Superior 90-100% | Very Good 80-89% | Good 70-79% | Fair 60-69% | Poor 0-59%
--- | --- | --- | --- | --- | ---
Introduction to the Gospel (92) | Your introduction will include an analysis of date, authorship, audience, outline (structure), and theology of the gospel
Text and Title of Sermons (21) | Each title will be worth 3 points.
Sermon Purpose Statements (42) | Each purpose statement will be worth 6 points, 2 for each clause.
Introductions (45) | Each introduction will be worth 15 points.
Spelling and Grammar | 1 point deducted for each recognized error, up to 20 points (10% of assignment)
SERMON PURPOSE STATEMENT

The Sermon Purpose Statement assists the preacher in defining and clarifying determining factors in a particular preaching event. Every sermon – even in the same congregation – calls for a unique and specific purpose. This statement reflects the dynamics of each preaching situation and consists of three parts:

The Situation

In the form of an introductory clause, describe the concern, issue, or need in the local congregation that elicits the sermon at this particular place and time and the biblical text chosen for the occasion.

Example 1: “In view of the First Church congregation’s recent vote to lower their giving to benevolent causes...”

The Goal

This is a statement that suggests what the preacher wants the hearers to experience. What is expected to happen through this sermon to meet the concern, issue or need?

Example 1: “I want the people to experience the joys of sacrificial giving for worthy causes...”

The Means

Using a qualifying phrase or clause, describe how or by what rhetorical means the hearers of the sermon will be led into this experience. What sermon strategy will be used to foster the expressed outcome? Upon which biblical material will the sermon be based?

Example 1: “by means of a series of vignettes based upon biblical realities showing how sacrificial giving has strengthened a congregation’s faith.” This sermon is based on 2 Corinthians 8:1-15.”

Example of a full sermon purpose statement: “In view of the First Church congregation’s recent vote to lower their giving to benevolent causes, I want the people to experience the joys of sacrificial giving for worthy causes by means of a series of vignettes based upon biblical realities showing how sacrificial giving has strengthened a congregation’s faith,” as shown in 2 Corinthians 8:1-15.”

Example 2: “In view of the immediate opportunities for evangelism at our church, I want the people to experience the power of the gospel to set us free and send us forth as witnesses by means of the retelling of the story of the healing and sending of the Gerasene demoniac, as narrated in Luke 8:26-39.”

Example 3: “In view of the homogeneity of our congregation, I want the people to experience the offer of grace and the call to graciousness that the gospel evokes by means of the contrasting characterization of the sinful woman and Simon the Pharisee, as narrated in Luke 7:36-50.”
Sermon and Peer Review Guidelines

Incorporating your learning from class lectures, exercises, and readings, prepare and preach a sermon/Bible study that will be recorded and uploaded to YouTube for evaluation. The sermon/study should be preached and uploaded by June 14. You will be assigned to a 4-person peer group. Watch your peers’ sermons/studies and submit a Peer Review on each to professor and peer by June 24. The Final Reflection Paper is due on July 1, 2016.

______________________________________________________________

SERMON PEER REVIEW PAPER (1 page per review)

This paper should include discussion of the following topics:

- How would you describe this sermon’s demonstration of class learning and readings?
- What, in your opinion, are the strengths of this sermon?
- From your perspective, what would strengthen the development and presentation of this sermon? What other interpretive moves or strategies might have been employed?
- Are there other aspects of the sermon upon which you believe it is important to comment (tone, structure, delivery, gestures, content)?
- What learning about preaching (in general) do you take from this sermon?

______________________________________________________________

FINAL REFLECTION PAPER (4-5 pages, 2,000-2,500 words)

This paper should include:

SERMON PURPOSE STATEMENT (see Handout)

In view of _______________________________________________,
I want the people to experience _____________________________________________,
by means of _____________________________________________________________

DESCRIPTION, SYNTHESIS, AND ANALYSIS – In light of our class reading and discussion:

a) Comment on the occasion of this sermon – why was this sermon preached?
b) Comment on the goal of this sermon – what was the anticipated/intended outcome?
c) Comment on the means of the sermon – what rhetorical strategy did you employ?
d) Process the feedback you received from peers and professor.
e) Evaluate the effectiveness of this sermon for your audience.

SUMMARY – How did the learning from this class influence the development of the sermon?