Sample Syllabus

INTRODUCING THE NEW TESTAMENT

TEXT:

Required Texts:
The Holy Bible (NIV Preferred, NAS and NRSV will also be used numerous times throughout the course)

Highly Recommended Texts:

CATALOG DESCRIPTION:

I. INTENDED LEARNING OUTCOMES:

1. Understand the importance of the Intertestamental Period for interpreting the New Testament.
2. Analyze the political, social, and religious background of the New Testament.
3. Comprehend the nature of the synoptic problem.
6. Understand how the text and canon of the New Testament developed.
7. Apply the teachings of the New Testament to the church and the Christian life.

Behavioral Indicators
1. Discuss key factors of the Intertestamental Period that set the framework for the New Testament.
2. Explain the political, social, and religious background of the New Testament.
3. List the factors involved with the synoptic problem.
4. Explain how the early church developed and expanded in the book of Acts.
5. Identify the background and theme of each New Testament book.
6. Discuss the development of the text and canon of the New Testament.

II. TOPICS TO BE COVERED:

A. The Second Temple Period
B. The development of the text and canon of the New Testament
C. The political, social, and religious background of the New Testament
D. The synoptic problem
E. The development of the New Testament Church and Paul’s missionary endeavors
F. The background and theme of each New Testament book

III. INSTRUCTIONAL PROCEDURES:

The primary method of instruction will be lecture. There will also be class and small group discussions. The reading of the *Introducing the New Testament* text and the entire New Testament portion of the Bible are required. The contents of each item will provide the professor materials from which quizzes and the final exam will be created. **Late work for this class will be penalized**
at the rate of one letter grade drop per late class period.

IV. RESPONSIBILITIES OF STUDENTS:

A. Attend class. Students are both expected and encouraged to attend classes regularly. The lack of attendance can affect a student’s grade. For traditional fall and spring semesters, a student may miss a class without penalty equal to the number of times a class meets per week as follows:

- If the class meets once a week a student may miss one class.
- If the class meets two times a week a student may miss two classes.
- If the class meets three times a week a student may miss three classes.

If a student’s absences exceed the number of times a class meets per week, a professor may:

- Subject the student to a penalty of not more than one letter grade based on attendance alone.
- Recommend to the Vice President for Academic Affairs that a student with excessive absences be withdrawn from the course.

Program directors must provide lists of students participating in authorized university activities or field trips to the Office of the Vice President for Academic Affairs. Once approved, program directors must provide copies of the lists to the participating students for submission to the students’ instructors. Faculty must take this information into account as they log attendance and not consider it an absence. Special Note: When you turn in this form to me, circle your name and write the name of the class and the time the class meets beside your name.

For this class, I will allow three cuts without penalizing your grade. The fourth cut (excluding cuts covered by authorized university activities) will result in a letter grade drop for the class. You are responsible to know how many cuts you have taken. Except for the statement below, the professor assumes there will be no exceptions. You may not cut class when a quiz or exam is scheduled.

Prolonged and/or unusual absences not covered by this policy may be appealed to the Vice President of Academic Affairs by (either the professor or) the student. Appeals must be submitted in writing.

Be on time. Habitual tardiness is not acceptable. Three tardies will result in one cut. Students should stand quietly just inside the door if Bible reading or prayer is in progress before taking their seats.

B. Read Texts: Before class, read the textbooks and Bible as assigned in the Course Outline. Bring your Bible and textbooks to class daily. The student is expected to read the entire textbook and all Bible reading as scheduled. Maintain accurate, dated class notes in a form useful for objective and/or essay test preparation. Weekly quiz and exam questions will cover textbook assignments, lecture notes, and the Bible reading.

You will need certain skills in order to be successful in life. The purpose of class assignments is to help you develop these skills. The following skills or Learning Outcomes are the ones most likely to be beneficial for your future success.
**Critical Analysis** is the ability to examine a viewpoint and assess or evaluate assumptions, problems, and implications of that viewpoint.

**Critical Reasoning** is the ability to research, construct, and articulate a well-reasoned and coherent viewpoint. This will also include the ability to avoid potential fallacies, define key terms and/or concepts related to the viewpoint, provide the logical conclusions and/or applications that result from the viewpoint, and anticipate potential counter-claims to the viewpoint.

C. **Small Group Discussions**: The student will participate in one small group discussions on and assigned reading within the “Special Articles” section of Drane. The group will meet on an assigned Blackboard Discussion Group thread, which will state the questions you must answer in regards to the reading. The results of the discussions should be summarized and reported during a determined class session in a creative presentation. **Purpose**: To help develop reasoning skills and the ability to apply New Testament principles to other philosophical disciplines of studies.

D. **NT Book Quiz**: The student should be able to list the books of the N.T. in canonical order and spell them correctly. Due Sept 7. **Purpose**: To ensure content standards for the course by promoting familiarity and easier use of Scripture.

E. **Weekly Quizzes**: Successfully complete 12 weekly quizzes corresponding to chapters in your textbook and the New Testament text readings. Tentative dates on the course outline are subject to adjustments the professor may make. Exact quiz dates will be announced one week in advance. **Make-up quizzes will only be administered to students with unavoidable emergencies with prior written consent and must be taken within five days** of returning to class. Make-up quizzes may be either essay or objective. The make-up quiz policy does not extend to the final exam. There is no extra credit project in this class. In order to utilize class time as economically as possible, quiz results will not be reviewed in class. **Purpose**: The weekly quizzes in this class are intended to encourage assimilation of individual facts into the larger picture of God’s story of salvation history through the use of critical thinking and reason and thought engaging written communication.

F. **Final Exams**: Successfully complete a comprehensive final that will also include the new material from unit four. **Purpose**: The final exam emphasizes standard material that promotes personal spiritual development, encourages the development of better lay teachers for the local church, and provides a foundation for further biblical studies.

Students are required to be in class, on time, on the day the final exam is scheduled. For this class that will be Mon. Dec 12th at Time TBD. Any graduating senior should inform the professor by email one month before graduation. Please review the statement below from the Office of the Academic Dean in regard to final exams. **This is university policy and every student is expected to plan accordingly. The following information is a direct statement from the Office of the Academic Dean.**

Every professor is obligated to administer a final exam or hold an appropriate class during the regularly scheduled exam period. Every student is obligated to take the final exam or attend that appropriate class during the regularly scheduled exam period. Please plan accordingly and carefully for final exams.

You must not plan vacations, ministry appointments, weddings, airline flights, or any other
similar activity or engagement that will conflict with the final exam schedule. Also, do not schedule any of these activities so close to your final exam that the commute to the activity conflicts with the final exam schedule.

Final exams will be administered in the room where the class normally meets. Students with more than 3 exams scheduled on one day can petition the instructor and department chair/college dean to take one of the exams another day.

V. OFFICIAL COMMUNICATION STATEMENT:

Southeastern University requires all faculty, staff and students to use their Southeastern email address for official university communication. Students are required to check Southeastern email daily as they will be held accountable for all communications sent through this medium.

On campus, you can log in to check your email using Outlook. Off campus, you will need to go to https://webmail.seuniversity.edu.

The last day to officially withdraw from this course is Friday, Oct. 28, 2011. A Course Withdrawal form (available in the Office of the Registrar or on the University website under Academics/Registrar/Forms) must be submitted no later than 11:59 PM on Oct. 28, 2011.

NOTE: All Work for this class is to be submitted in paper form and not by email.

VI. STUDENTS WITH DISABILITIES:

Southeastern University is committed to the provision of reasonable accommodations for students with learning and or physical disabilities as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for these accommodations, notify your instructor. You will be directed to contact the Coordinator of Academic Services at xxx-xxx-xxxx.

VII. COURSE EVALUATIONS STATEMENT:

In order to help us to assess the effectiveness of our courses and instructors, all registered students must complete a course evaluation at the end of the semester. You must complete a course evaluation form for this course before your grade can be posted.

VIII. CLASSROOM STANDARDS

A. Please turn off your cell phone before class begins. Cell phones are not to be used or answered in class. If the cell phone rings then turn it off as soon as possible. Answering the cell phone in class will result in a one letter grade deduction for the next exam. Do not text-message in class.

B. Laptops are not needed in class. Specific lectures have already been pre-posted on Blackboard, which students may print off and bring to class. Inductive studies from the Bible will occasionally be given on the board and should be copied down on notebook paper at that time. Students who bring their laptops to class and work on other projects, surf the web, or email will receive a one letter grade deduction from the next exam. Laptops may only be used for the subject being addressed in the course on that day (such as group presentations).

C. Do not listen to music in class. If the professor notices that you have an earpiece in your ear,
regardless of whether audio is being listed to at the moment, this will result in a one letter grade deduction from the next exam.

D. Students may not leave class early. Do not ask the teacher if you can do this. You have signed up for the class at the designated times. Do not leave the classroom until the class is dismissed. Doing so will result in a one letter deduction for the next exam.

E. The above statements are for those few students who may not take their educational opportunity seriously. Most students understand this opportunity and the responsibility that goes with it. All students are encouraged to take full advantage of the education opportunity before them in preparation for vocational calling.
## I. Course Outline: Sample Dates

INT= Introducing the New Testament

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading Topics and Page Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td><strong>Introduction: Backgrounds to the New Testament</strong></td>
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<td>Aug. 24</td>
<td>Class Introductions</td>
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<td>Aug. 26</td>
<td>Read Matt 1-6</td>
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<tr>
<th>Week 2</th>
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<th><strong>The Beginning of the Story and Jesus’ Early Years</strong></th>
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<tr>
<td></td>
<td>Aug. 29</td>
<td>Read INT 10-31</td>
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<td>Read Matt 7-12</td>
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<td>Aug. 31</td>
<td>Read INT 31-42</td>
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<td>Read Matt 13-18</td>
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<td></td>
<td>Sept 2</td>
<td>Quiz # 1</td>
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<tr>
<th>Week 3</th>
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<th><strong>Jesus’ Ministry and Death</strong></th>
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<td></td>
<td>Sept. 5</td>
<td>Labor Day Holiday: No Class Session</td>
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<td>Sept. 7</td>
<td>Books of the NT Bible Test</td>
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<td></td>
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<td>Read INT 46-65</td>
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<td>Read Matt 19-24</td>
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<td>Sept. 9</td>
<td>Read INT 66-75</td>
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<td>Read Matt 25-28</td>
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<tr>
<th>Week 4</th>
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<th><strong>The Resurrection and The Kingdom of God</strong></th>
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<td>Sept. 12</td>
<td>Quiz # 2 on the above</td>
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<td>Read INT 76-94</td>
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<td>Sept. 14</td>
<td>Read INT 95-108</td>
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<td>Mark 7-12</td>
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<td>Sept. 16</td>
<td>Read INT 109-123</td>
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<td>Memorize Matt 5:3-12</td>
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<tr>
<th>Week 5</th>
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<th><strong>The Kingdom of God and The Gospels</strong></th>
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<td></td>
<td>Sept. 19</td>
<td>Quiz # 3 on the above</td>
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<td>Read INT 124-146</td>
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<td>Sept. 21</td>
<td>Read INT 147-160</td>
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<td>Read Mark 13-16; John 1-4</td>
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<td>Sept. 23</td>
<td>Read INT 161-168</td>
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<td>Read John 5-10</td>
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<td>Memorize Mark 10:42-45</td>
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<th>Week 6</th>
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<th><strong>The Gospels</strong></th>
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<td>Sept. 26</td>
<td>Quiz # 4 on the above</td>
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<td>Read INT 168-186</td>
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<td>Read John 11-16</td>
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<td>Sept. 28</td>
<td>Read INT 187-207</td>
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<td>John 17-21</td>
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<td>Sept. 30</td>
<td>Read INT 208-223</td>
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<td>Week</td>
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<td>Assignments</td>
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| **Week 7** | Engaging the Wider World and Introducing Paul | Oct. 3 Quiz # 5 on the above  
Read INT 224-242  
Luke 1-3  
Oct. 5 Read INT 243-251 (all)  
Read Luke 4:9-50  
Oct. 7 Read INT 252-268  
Read Luke 9:51-13  
Memorize Luke 6:31-36 |
| **Week 8** | Paul the Persecutor and Convert | Oct. 10 Quiz # 6 on the above  
Read INT 268-277  
Read Luke 15-19  
Oct. 12 Read INT 279-302  
Read Luke 20-24; Acts 1-9  
Oct. 14 Open Reading Day  
Read Acts 10-20 |
| **Week 9** | Paul the and His Churches | Oct. 17 Quiz # 7 on the above  
Read INT 303-318  
Read Acts 21-28  
Oct. 19 Read INT 318-328  
Galatians, 1-2 Thessalonians  
Oct. 21 Fall Long Weekend: No Class Session  
Memorize 1 Thessalonians 4:1-8 |
| **Week 10** | Paul the Pastor, Paul Reaches Rome | Oct. 24 Read INT 329-343  
Read 1 Corinthians  
Oct. 26 Read INT 344-348  
Read 2 Corinthians  
Oct. 28 Open Lecture  
Read Romans  
Extra Credit for Quiz 7: Memorize 1 Corinthians 13 |
| **Week 11** | What does it Mean to be a Christian? | Oct. 31 Quiz # 8 on the above  
Read INT 349-361  
Read Ephesians and Philippians  
Nov. 2 Read INT 362-374  
Read Philippians and Philemon  
Nov. 4 Read INT 366-382  
Read 1-2 Timothy; Titus  
Memorize Romans 6:15-18 |
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<th>Week 12</th>
<th>The Church and its Jewish Origins</th>
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<td>Nov. 7</td>
<td>Quiz # 9 on the above</td>
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<td>Read INT 383-391</td>
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<td>Read James and 1-2 Peter</td>
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<td>Nov. 9</td>
<td>Read INT 392-403</td>
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<td>Read Hebrews</td>
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<td>Nov. 11</td>
<td>Read INT 404-410</td>
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<td>Read Hebrews, cont</td>
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<tr>
<th>Week 13</th>
<th>The Church and its Jewish Origins; Heresy, Orthodoxy, and Organization</th>
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<tbody>
<tr>
<td>Nov. 14</td>
<td>Quiz # 10 on the above</td>
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<td>Read INT 411-423</td>
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<td>1-2-3 John and Jude</td>
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<td>Nov 16</td>
<td>Read INT 424-436</td>
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<td>Nov. 18</td>
<td>Reading Day</td>
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<td>Memorize 1 Peter 1:13-16</td>
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<tr>
<th>Week 14</th>
<th>Thanksgiving Holiday</th>
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<tr>
<td>November 21-25</td>
<td>No Class Session</td>
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<tr>
<th>Week 15</th>
<th>Reading and Understanding the New Testament</th>
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<tr>
<td>Nov 28</td>
<td>Read INT 437-453</td>
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<td>Nov 30</td>
<td>Open Lecture</td>
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<td>Dec 2</td>
<td>Read Revelation</td>
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<tr>
<td>Dec 5</td>
<td>Open Lecture</td>
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<td>Dec 7</td>
<td>Read Revelation, cont.</td>
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<tr>
<td>Dec 9</td>
<td>Review for Final Exam</td>
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<tr>
<th>Week 16</th>
<th>Final Exam Democrist  December 12, Monday</th>
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II. EVALUATION:

1. Twelve Weekly Quizzes (5 % each)  60%
2. Comprehensive Final Exam           25 %
3. One Discussion Board Question      10 %
4. N. T. Books Quiz                  5 %

Grading Scale -  90 - 100 – A  70 - 79 -- C
                 80 - 89 -- B  60 - 69 -- D  0 - 59 - F

Grades will be posted on Blackboard. Work for this class is to be submitted in paper form and not by email. Please submit a copy and keep a copy for your files. Missing assignments will not be the responsibility of the professor.
VIII. BIBLIOGRAPHY

Disclaimer: There may be newer material added to the library holdings that do not yet appear here. Some of the book listed may not be in the library due to deterioration, loss, or are not part of the library holdings. Such materials may be obtained through the inter-library loan service of the library.

A collection of documents to illustrate the background of the NT and the history of the early Church. Very valuable. 266 pages.

Presents the Roman Empire as the setting of primitive Christianity and analyzes The social and political forces which affected the development of the early Church. 292 pages.

A readable account of the history of the text of Scripture, its canonicitity and versions.

Shows how the early Christians defended the gospel against paganism, other religions and forms of heresy, and points to ways this defense would be made today. Top evangelical scholar. 103 pages.

Presents the distinctive contribution of each book or group of books in the New Testament. 116 pages.

Examines a few of the major themes, motifs or images used as vehicles of revelation in the O.T. and considers how the NT writers continued to use them to present the complete revelation in Christ. 114 pages.

Evaluates the canon, the role of archeology, and the reliability of miracles and various NT document.

A detailed presentation and analysis of the Roman and Jewish background of the NT, the lives of John the Baptist and Jesus Christ, and the history of the first two generations of the Church. 430 pages.

Examines five examples of the fulfillment of the O.T. in the NT. It is a combination of scholarship and spiritual insight. 114 pages.
Designed for introductory courses to encourage students to interact directly with the NT.

The author reflects a solid evangelical position in his approach to the NT.

An excellent text on interpreting biblical literature. A MUST for all serious Bible students. Reflects an evangelical position.

Excellent treatment of the Roman and Jewish background of the NT.

Very good background and summary of each NT book.

This book provides a critical evaluation of the opinions of NT scholars.

A conservative evangelical but writes with an anti-Pentecostal bias.

A well-illustrated volume that introduces the background and contents of the NT and encourages the reader to respond to the text of the NT.

Reflects the latest developments in the study of the NT. Also deals with historical problems in a thorough manner and reflects a conservative view.

A very good text on NT introduction. Reflects a basic evangelical viewpoint.

A very useful investigation into the economic and social conditions during the NT period. 376 pages.

Stresses the literary qualities and social dynamics of the NT. A very good treatment of the NT text.

A moderate approach to the background information of each NT book. Excellent surveys of the origin and development of the NT canon and history of the NT text. 554 pages.
A conservative assessment of the bearing of the DSS on the NT and the origins of Christianity. 264 pages.

More in-depth than a survey. Deals with background, gospel criticism, and the NT text from a conservative viewpoint. 314 pages.

Places the NT text in a historical and pastoral context. Special emphasis on Paul’s letters. Conservative viewpoint. 431 pages.

A conservative emphasis of the historical background of the NT. 276 pages.

Discusses Bible study methods and tools. Contains lists of book dealers, an annotated bibliography and information on building a theological library.

A detailed treatment of the background of the NT.

A concise, authoritative treatment of the Intertestamental period.

An excellent overview of Jewish apocalyptic literature from 200 B.C. to A.D. 200.


Covers the Roman rulers from Julius Caesar to Domitian. Contains accounts of amusing incidents and scandalous activity in their lives.

A companion volume to *New Testament Survey*. Surveys the historical and cultural background of the NT from an evangelical perspective.

Commentaries:

A more in-depth recent set of commentaries written by leading conservative scholars. Utilizes Greek, but for non-Greek students.

A concise set of commentaries written by leading British scholars for non-Greek students.

From the Faculty of Christians Ministries and Religion at Southeastern University, Lakeland, FL