



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB1023: Introduction to the New Testament

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A survey of the historical, literary, and cultural context of the New Testament. This course is a prerequisite for all other New Testament classes.

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Learn to identify the literary structure of the New Testament.
2. Gain understanding about the genre and basic thrust of each New Testament book.
3. Summarize the significant life events of Jesus and Paul.
4. Identify the significant elements of the message of Jesus and Paul.
5. Describe the impact of the historical background of the New Testament on the message of Jesus and Paul.
6. Order chronologically the significant events and persons of the New Testament.
7. Identify and describe the major theological concepts of the New Testament.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to identify the literary structure, theological concepts and main storyline of the New Testament. (CN3)
2. Ability to describe the historical and cultural contexts of the New Testament including an ability to Biblically affirm pastoral leadership of men and women within the Church. (CN4)
3. Ability to describe the development of the canon and the historical and theological influences resulting in contemporary translations. (CN5)

COURSE TEXTBOOKS:

Holy Bible. Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

Varughese, Alex. *Discovering the New Testament: Community and Faith*. Beacon Hill Press, 2005. ISBN: 9780834120938

Marshall, I Howard et al., eds. *New Bible Dictionary*. 3rd ed, InterVarsity Press, 1996. ISBN: 9780830814398

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE REQUIREMENTS:

- **Reading**
Students are expected to complete the assigned readings so that the readings may inform the student's contribution to the discussion for that session.
- **Reading Summary/Critique**
After completing the assigned reading, students will do a summary and critique of the reading. Each of these summary/critiques should include **at least two significant issues** gleaned from the reading and the student's reflections on these issues as they relate to their specific ministry. In other words, explain why the issues you select are significant to your understanding of the Bible. Note: Your personal opinion such as "This was hard reading" or "The reading excited me" is not the intention. The summaries should be about 225-300 words.
- **Comprehension Questions**
Each session has at least one Comprehension Question. Students are to respond to the questions in writing.
- **Article Review**
In several of the sessions, the student must find an article that pertains specifically to that subject matter as contained in the session and/or reading, and submit a short summary and critique of the article.

An important skill that Bible students need to develop is the ability to conduct scholarly research. Moreover, it is essential for students to remain informed about current developments in the field of Biblical studies. The Article Review assignments are intended to train students in both of these areas.

Note: Book reviews or commentaries do not count as "articles." While the length of the article is somewhat negotiable, it should be at least 1000 words long (approximately 3 pages in a periodical magazine). Each student will submit a Review of the article. The Article Review should contain a brief summary of the content of the article as well as a thoughtful analysis or critique of the article (in other words, what do you think are the strengths and weaknesses of the article). The Article Review assignment should be approximately 350 words in length.

- **Session Learning Review**

The student will be asked to write a thoughtful summary of the things learned during each session. This should include new insights, helpful information, and the difference it will make in the student's ministry. The summaries are to be at least 250 words long. Points will be awarded on the basis of thoughtful and reflective content. **At least three significant things should be mentioned.** This summary must not be a duplication of the reading summary or a review of the student's recent activities. This is to be a summary of things learned.

- **New Testament Content Quizzes**

Each student is required to take two content quizzes on the New Testament. Content Quiz #1 will be administered in Session 3 and Content Quiz #2 will be administered in Session 6.

COURSE EVALUATION:

Course Grading Criteria

The final grade will be determined on the basis of a 1,000-point system, which will convert to a letter grade according to the following scale:

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 930	B+ 870	C+770	D+ 670	F 599 or less
A- 900	B 830	C 730	D 630	
	B- 800	C- 700	D- 600	

The basis for evaluation for the course assignments will be as follows:

Assignments		
Requirements:	Per Assignment	Course
Reading summary/critique	35	210
Comprehension Questions	35	210
Article Reviews	35	210
Session Learning Summary	35	210
Content Quiz #1	65	65
Content Quiz #2	95	95
Total Points Possible in course		1000

COURSE SCHEDULE:

I. Session One - The World of the New Testament

Reading Assignments:

- Mark chapters 1-8
- Varughese, pp. 9-78 (Preface through Chapter 3)
- Article on "Canon of the New Testament" in New Bible Dictionary
- Article on "Maccabees" in New Bible Dictionary

Assignments Due:

Personal Autobiography – 500-1000 words about yourself and your ministry

Reading Summary/Critique

Response to two Comprehension Questions

- What was the Maccabean revolt all about? What effect do you think the success of this revolt had upon the lives and thinking of the Jews in Jesus' time?
- How would you evaluate the intertestamental period in terms of preparation for the coming of the Messiah? Do you think that the Messianic expectations of the first century were an advantage or a disadvantage to Jesus' ministry? Why?
- On pages 72-77, Varughese discusses several sects or "religious groups" within Judaism. Find one passage in the NT Gospels (i.e. Matthew, Mark, Luke, or John) that mentions one of the following sects: Sadducees, Pharisees, Zealots. How does the information that Varughese provides about the beliefs and practices of these sects enhance or enrich your understanding of the passage you have selected? List at least two ways this information helps you to understand the passage you have selected.

Session Learning Review

II. Session Two - Study and Overview of Jesus' Life; Mark's Gospel

Reading Assignments:

- Mark chapters 9-16
- Varughese, pp. 81-108; 125-137 (chapters 4, 5, and 7)
- Article on "Gospels" in New Bible Dictionary

Assignments Due:

Reading Summary/Critique

Article Review #1

Response to two Comprehension Questions

- How would you respond to the objections of a person who sees the gospels as inconsistent and mutually contradictory?
- Early Christian tradition clearly connects Mark's Gospel with the Apostle Peter. Many scholars have pointed out that Mark seems to emphasize the disciples' lack of understanding much more than the other 3 Canonical Gospels (for instance, see the text box in Varughese, p. 133). Does Mark's portrayal of the disciples seem to support or undermine the idea that Mark's Gospel was derived from Peter? Why?
- What kind of contemporary (i.e. modern) audience might find the Gospel of Mark appealing, and why?

Session Learning Review

III. **Session Three - The Gospels according to Matthew and John**

Reading Assignments:

- Matthew chapters 1-13
- Varughese, pp. 109-123; 153-168 (chapters 6 and 9)
- Article on "Logos" in New Bible Dictionary
- Article on "Sign" in New Bible Dictionary

Assignments Due:

Reading Summary/Critique

Article Review #2

Response to both Comprehension Questions

- Look at the parallel passages of Matthew 12:9-21 and Mark 3:1-12. Identify the differences between the two stories. How do these differences relate to the purpose, characteristics, and audience of each of these two Gospels?
- Is John's Gospel simpler or more complex than Mark and Matthew's Gospels? Explain and support your answer.

NT Content Quiz #1

Session Learning Review

IV. **Session Four - Luke and Acts**

Reading Assignments:

- Luke chapters 1-6; Acts chapters 1-5
- Varughese, pp. 139-152; 171-200 (chapters 8, 10, and 11)
- Article on "Theophilus" in New Bible Dictionary

Assignments Due:

Reading Summary/Critique

Response to two Comprehension Questions

- Look at the parallel passages of Matthew 5:1-16 and Luke 6:12-26. Identify the differences between the two stories. How do these differences relate to the purpose, characteristics, and audience of each of these two Gospels?
- Using your Bible or outside resources, identify three "stories" in Luke (each of the "stories" have to be from different chapters!) that are not found in any of the other Gospels. Explain why Luke included each of these stories in his Gospel and why Matthew and Mark did NOT include them.
- Read Acts 4:32-5:11. Referring specifically to either the textbook or another outside source (for example, a commentary or periodical article on this passage), respond to the following questions: a) Why did Luke record these events in his book? b) What are the similarities and differences between the structure of the early church as reflected in these verses and the structure of the modern church? How do we account for the differences?

Session Learning Review

V. **Session Five - Pauline Epistles**

Reading Assignments:

- Galatians
- Varughese, pp. 201-294 (chapters 12-17)

Assignments Due:

Reading Summary/Critique

Article Review #3

Response to the Comprehension Questions

- Read through Paul's letter to the Galatians and identify the five basic reasons given for this letter of Paul. Be specific! How does this help you to understand this letter better?

Session Learning Review

VI. Session Six - Hebrews, General Epistles, and Revelation

Reading Assignments:

- 1 John; Hebrews chapters 10-13
- Varughese, pp. 295-354 (chapters 18-21 and Epilogue)
- Article on "Melchizedek" in New Bible Dictionary
- Article on "Gnosticism" in New Bible Dictionary

Assignments Due:

Reading Summary/Critique

Response to Comprehension Questions

- Read Hebrews 2:10-18. What are the descriptive titles that the author uses to describe Jesus in these verses? What would be the effect of these titles upon the original readers of this letter? Which one of these titles means the most to you?
- Read the Gospel according to John 1:1-14 and First John 1:1-4. How are the openings to these two writings similar and how are they different? Keeping in mind that both of these writings are anonymous, do you think the openings speak for or against the notion that they were written by the same writer? Why?

NT Content Quiz 2

Session Learning Review

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.