New Testament Survey
Gordon-Conwell Theological Seminary Charlotte
Summer 2015
May 18 – August 22
Residency (Mandatory): July 22-24, 2015
(July 22 1:30pm-5:30pm; July 23 9:30am-8:30pm; July 24 9:30am-4:30pm)

Instructor: Dr. Drake Williams

Teaching Assistant: TBA

Additional Course Support: Online Programs Staff (onlineprograms@gordonconwell.edu)

Course Format: Online plus Residency

Contact Information

Dr. Williams can be reached at hwilliams@gordonconwell.edu for questions about content of the course or to schedule an appointment.

Technical Support:

Gordon-Conwell offers technical support during regular business hours. If you have a technical issue, please email helpdesk@gordonconwell.edu, and copy Louise Suggs (lsuggs@gordonconwell.edu), Dr. Grams, and the Online Programs Staff. All requests related to the course should be sent to the professor, T.A., and/or the online staff.

Course Description

NT 501 surveys 1) the history and culture of the first century that provide the backdrop to biblical events, 2) the Old Testament foundations for the New Testament; 3) some methods for interpreting the biblical text (genre criticism, source and redaction criticisms); 4) the content, persons, and themes of each of the books of the New Testament; 5) some of the theology of the New Testament; and 6) some debated issues of New Testament interpretation among scholars and in the Church today. Both the primary textbook and the lectures use images to take
students on a virtual journey of Bible places. The students’ primary focus in the course is mastery of the content of the New Testament.

**Gordon-Conwell Mission**

This course satisfies part of the following institutional learning objective: to

"*demonstrate a strong understanding of both the content of the Bible and the overarching redemptive story from Genesis to Revelation.*"

**Relation to Curriculum**

NT501 is a foundational Bible course in all degree programs.

**Pre-Course Reading Requirement**

Students are expected to have read the entire New Testament before beginning this course. In the Getting Started section, students will be directed to the assignment for stating the following for continuance in the course:

- I have read the entire syllabus
- I have reviewed the final assignment description
- I have read the entire New Testament within the past six months or am committed to careful and regular reading of the New Testament during this course in order to pass the course

**Course Learning Objectives**

Upon completion of this course, students will:


2. Appreciate and be able to articulate several key relationships of the New Testament to the Old Testament.

3. Understand the importance of background information and become familiar with resources that illuminate the geographical, historical, and cultural contexts of God’s revelation in the New Testament.
4. Learn to pay attention to literary features of the text when reading and studying Scripture, and be aware of the effect of readers’ presuppositions on their understanding of the text.

5. Understand the basic arguments regarding introductory issues (authorship, audience, purpose, date, structure/argument) for the NT documents.

6. Gain insight into the early Church’s mission, theological convictions, and moral practices.

7. Reflect on the relevance of the New Testament for certain issues facing the Church today.

Lesson Topics

The following are a listing of the lesson topics in this course.

Week 1: Preparing the Way
   Behind, In, and In Front of the Text
   Second Temple Judaism
   John The Baptist and Jesus
   Jesus and the Kingdom of God

Week 2: The Good News of Jesus Christ, Son of God
   Jesus' Galilean Ministry
   Study in the Synoptic Gospels
   Gospel of Mark Intro

Week 3: The Holy Way
   Jesus and the Restoration of Israel from Exile
   Kingdom Righteousness: Ethics in Matthew's Gospel
Week 4: Matthew and Luke

Kingdom Authority

Kingdom Mission and Discipleship

The Gospel of Matthew Introduction

The Gospel of Luke Introduction

Week 5: Acts and Early Christian Mission

Introduction to Acts

Paul & Barnabas' First Missionary Journey

Thessalonica

1&2 Thessalonians

Week 6: Corinth –

Corinth

1 Corinthians

2 Corinthians

Week 7: Philippians and Galatians

Philippians

Paul's Letter to the Galatians

Week 8: Romans

Romans

Week 9: Colossians, Philemon, and Ephesians

Colossians & Philemon
Ephesus

Introduction of Ephesians

**Week 10: Mandatory Residency: July 22-24**

Week 11: Pastoral Epistles and Hebrews

   The Pastoral Epistles

   Hebrews

Week 12: James, 1 and 2 Peter, Jude

   James

   1 Peter

   Jude & 2 Peter

Week 13: Johannine Epistles and Revelation

   The Johannine Epistles

   Cities of Revelation

   Introduction to the Book of Revelation

Week 14: John's Gospel and Jesus in Jerusalem

   Introduction to the Gospel of John

   Jesus & Jerusalem

   The Passion of Jesus

   The Resurrection & Exaltation of Jesus
**Required Materials**


Fee, Gordon and Douglas Stuart. *How to Read the Bible for All Its Worth*. ISBN# 978-0310246046

NIV Archaeological Study Bible: *An Illustrated Walk Through Biblical History and Culture*. Walter C. Kaiser, Jr. and Duane Garrett, eds. ISBN# 978-0310926054


**Course Requirements**

Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to coursework, both in class and out of class. The time spent in the course varies greatly, depending on how well one is already prepared with knowledge of the New Testament.

I. Content Mastery

To meet the objectives of knowing and understanding the NT, students need to spend a great deal of time reading (particularly reading the New Testament), viewing presentations, and interacting with the content. Content Mastery will be encouraged and measured through the following activities.

**Readings**

The core content and primary text for this course is the New Testament itself. Five exams will specifically cover the content of much of the New Testament. These are objective exams that mainly test the student's knowledge of the NT books' contents.

The lessons will include other reading and viewing requirements. Reading *The New Testament in Antiquity* will help students understand each book of the Bible
by attending to introductory issues (authorship, audience, place, and situation being addressed), purpose, structure, major themes, and some historical background information. Fee and Stuart’s *How to Read the Bible for All Its Worth* pays particular attention to reading and interpreting different genres. Students are required to read:

- All the New Testament prior to the course (and continue to review during the course) or carefully along with the course schedule as the books are covered

- All of *The New Testament in Antiquity*

- The New Testament chapters in *How to Read the Bible for All Its Worth* (chs. 3, 4, 6, 7, 8, and 13).

- All of *Jesus Tried and True*

Students will submit a signed log at the end of the course (in the Assignments tool) indicating that they have completed the reading requirements. This is a requirement to pass the course.

**Multimedia Presentations**

The required lectures will be presented through narrated PowerPoint presentations. These presentations will provide visual images combined with commentary that will reinforce the student’s reading and support his or her comprehension of the NT. In this course, lectures slightly exceed normal course load while the reading amount has been slightly reduced.

Students will also indicate on a signed log (same as above) that they have viewed all of the lectures. This is a requirement to pass the course.

**Lesson Activities**

Students will complete three assignments in which they interact with the content for that Lesson. Through these activities, students will gain a greater appreciation for and understanding of a careful reading of the text of Biblical books in their historical and literary contexts.

**Lesson Exams**
New Testament Survey requires students to build a base of knowledge that is progressively organized throughout the term. The base knowledge (content of the New Testament writings themselves: people, places, dates, themes, structure, etc.) will be tested in **five objective exams**. Each exam will cover portions of the New Testament and particular chapters in Burge, Cohick, and Green (BCG)—see the course schedule for details. Further description of the type of questions in these tests is provided in the test description documents located in the Course Files for Students - "Exams" folder under the resources tab (or clicking here). These exams will be proctored in the student’s local community. Students must identify a qualified proctor and location in advance of the exam (see Proctored Exam policy in the Course Policies). **Be sure to complete the registration of a proctor several days before an exam and not at the last moment.**

**II. Content Construction**

Students will not only master the content of the New Testament, but will also build their own understanding of the larger meaning of the NT. The final, integrative essay will provide one way for students to synthesize the books of the New Testament.

**Final Integrative Essay**

Students will be required to submit a final essay that integrates the teaching in the New Testament on the topic of eschatology. The essay is to be between 3,500 and 4,000 words (not under and not over). The introduction should be about 100 words, and the conclusion should be about 150 words. Divide the paper into sections using sub-headings that relate to the topics identified in the description of this essay. No additional references beyond the course lectures, assigned reading and the New Testament are required.

*From the very beginning of this course, begin to take notes for this essay from your reading of the textbooks and the New Testament and from the lectures. You do not want to repeat this work at the end of the course!* Avoid long quotes from Scripture in the paper, since this detracts from the space you need to make your own contribution. For a full description of topics to be covered in the essay and the grading rubric, please view the Final Assignment Description document.

**III. Participation**
Class participation is an important component in this course. Students will find that articulating what they are learning to others in the course is itself a learning exercise. They will also hear what others are finding interesting or struggling over, and they will be able to interact with each other about these matters. Class participation occurs through forum postings and dialogue (and can also take place in the chat room).

**Forums**

Students are *required* (1) to respond to the questions posted for each forum discussion and (2) to respond to a post from one other student. When answering the question/s posed for a Lesson, a student should:

- Begin the post (this is not part of the word count for the forum posting) with bullet points stating his or her own ‘take away’ (learning) points (sometimes questions) on the following (keep this brief and to the point):
  - Take away points (2 or 3) from the reading in Burge, Cohick, and Green and in Fee and Stuart,
  - Take away points (2 or 3) from the lectures, and
  - Take away points (2 or 3) from his/her reading of the New Testament books for the lesson
- Demonstrate careful thought and reflection and provide substantive contributions for class discussion in regard to the discussion topic
- Engage with and identify Scripture passages and points made in the lectures or reading that are significant for the discussion
- Limit posts responding to the forum question itself to 250 words (state how many words the post is)
- Limit the response to someone else’s post to 100 words

Students will receive points for the quality of their answers in the forum.

When *responding to forum posts* from one other student, students should attend to the following:

- Engage what the other student has actually written (staying on the topic and evidence in the post)
- Engage the other student’s post by adding further arguments for the point, raising questions about the point for further study, showing relationships between the point and some other issues, etc.
- Bring into the discussion Scripturally based reflection
- Demonstrate learning in the course (from the reading and lectures)
• Use polite dialogue (e.g., affirming others, challenging points in a kind way and with evidence)

The Course Participation Rubric will be your guide on the grading criteria for your responses and replies.

**Chat Rooms (= Office Hours)**

Students may interact with the instructor in the chat rooms. There are two chat rooms.

One chat room is for discussion about the course content—the lectures and textbook content. It is called, ‘Course Content Chat Room.’

The other chat room is where any discussion about the course’s logistics should be conducted—questions about exams, forum postings, and so forth. It is called, ‘Course Logistics Chat Room.’

Please post your questions in the appropriate chat room and, *if you require a quick answer*, send an e-mail to the professor and course support staff—this will be the quickest way to alert them that there is a question in the chat room. Other students can also see the questions and answers and see what issues are arising in the course at a given time. The interaction may or may not be live, depending on who is in the chat room at the time.

**Residency**

The course will feature a **mandatory** three-day residency in Charlotte, North Carolina July 22-24, 2015. While no written work is required for the residency, your attendance is required to pass the course. More information on the content and logistics of the residency is provided in the residency week lesson and/or will be announced closer to the residency.

**IV. Grading and Course Policies**

The final course grade reflects the following components:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points Possible</th>
<th>Total Points Possible</th>
<th>% of Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Per Assignment</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (5)</td>
<td>100</td>
<td>500</td>
</tr>
<tr>
<td>Lesson Activities (3)</td>
<td>80</td>
<td>240</td>
</tr>
<tr>
<td>Final Integrative Essay</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Discussion Forum Postings (5)</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Reading Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture Viewing Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residency Participation</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

**Proctored Exams**

All exams in this course will be proctored. The student will need to identify a suitable proctor and location and submit this information by the end of the first week of the course. Students may refer to the Student Handbook for details about the criteria for a suitable proctor and location, and the process to follow for proctored exams. You will use the Proctor Registration tool (above the Course Schedule) to submit your information. All proctor information must be submitted by one week before a test due date. The proctor from the previous exam will be used unless a new request is submitted.

**Instructor Feedback**

I will attempt to answer questions or messages within 48-72 hours, excluding Sundays. I will attempt to provide feedback on assignments and post grades in the gradebook within two weeks of submission.

**Document Formatting and Submission**

Formatting preferences and citation style:
Please use the latest version of Turabian as the style guide for the integrative paper. Format the paper with 1” margins, 12 pt Times New Roman font, and use footnotes (rather than endnotes).

**File naming convention for assignments:**

Assignments and papers should be labeled with Sakai login name (like GCTS email) followed by the *assignment name – or – week number*, the course and semester. Example: jdoeW#NT501SU15.

**Late Work**

Writing assignments will be penalized 5% per day after the due date. Forum posts will be penalized 2 points per day after the due date.

**Netiquette**

Gordon-Conwell does not tolerate disruptive or disrespectful behavior in the online communications in any course. Students should review the netiquette policy in the *Student Handbook* and this website: [http://www.albion.com/netiquette](http://www.albion.com/netiquette).
Syllabus Addendum

**Academic Standards**
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

**ADA Policy**
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

**Cancellation of Class**
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

**Extension Policy**
Arrangements for submission of late work at a date on or before the end date for the semester as noted on the seminary’s Academic Calendar are made between the student and professor. Formal petition to the Registration Office is not required in this case. This includes arrangements for the rescheduling of final exams.
However, course work (reading and written) to be submitted after the publicized end date for the semester must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the stated date. Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self-addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.

Virtual Writing Center
Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.

Email writingcenter@gordonconwell.edu for more information.