New Testament Survey
Gordon-Conwell Theological Seminary Charlotte
Summer 2013
May 6 – August 10

Instructor: Dr. Rollin Grams
Teaching Assistant: Douglas Price

Contact Information:
Dr. Grams can be reached at rgrams@gordonconwell.edu. He is also available by phone by appointment. At least two times during the course, Dr. Grams will hold live office hours for students.

Douglas Price can be reached at dprice1@gordonconwell.edu, (765) 513-7456 and www.facebook.com/douglaswprice. Please direct all general inquiries to the Teaching Assistant.

Course Description
NT 501 is a survey of the primary content, context, persons, and themes of the New Testament. This course introduces students to: 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), and 4) modern lenses for relating the New Testament to contemporary life and society.

Gordon-Conwell Mission
This course satisfies 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, including the online MAR program. Students are expected to have read the entire New Testament before beginning this course.

Course Learning Objectives
Upon completion of this course, students will:

2. 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.
3. Interpret the New Testament with sensitivity to background, genre, the Old Testament, and literary context.
4. Gain insight into the early Church’s mission, theological convictions, and moral practices.

Module Topics
The following are a listing of the module topics in this course.

1. Introduction to the New Testament, Second Temple Judaism, the Gospel of Mark, and Study in the Synoptic Gospels
3. The Mission of the People of God to the Nations: Acts
4. The Mission of the People of God to the Nations: 1 and 2 Thessalonians, 1 and 2 Corinthians, and Philippians
5. The Mission of the People of God to the Nations: Galatians, Romans, Colossians, Ephesians, Philemon, 1 and 2 Timothy, and Titus
6. The Sojourn of God’s People Among the Nations: Hebrews, James, 1 & 2 Peter, and Jude
7. The Sojourn of God’s People Among the Nations: 1, 2, 3 John and Revelation
8. The Revelation of God to His People: the Gospel of John

Required Materials

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


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 following chart indicates how these hours are distributed across the various course assignments. Descriptions of the assignments are listed below.

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>% of Grade</th>
<th>Expected Time Commitment</th>
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<tbody>
<tr>
<td>Content Mastery</td>
<td>30%</td>
<td>70 hours</td>
</tr>
<tr>
<td>Content Construction</td>
<td>50%</td>
<td>40 hours</td>
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I. Content Mastery
To meet the objectives of knowing and understanding the NT, students need to spend a great deal of time reading, 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. Students are expected to have read it prior to beginning the first module. Three exams will specifically cover the content of much of the New Testament. The modules will include other reading and viewing requirements. Reading *The New Testament in Antiquity* will help you 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.

Multimedia Presentations
The lectures will be presented through narrated PowerPoint presentations. These presentations will provide visual images combined with commentary that will reinforce your reading and support your comprehension of the NT.

Module Activities
In most modules, students will complete assignments in which they interact with the content for that module. 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.

Module 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, people, places, dates, etc.) will be tested in three objective exams. Further description of the type of questions in these tests is provided in the test description documents located in the rubrics folder under the resources tab. 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).

II. Content
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.

<table>
<thead>
<tr>
<th>Participation</th>
<th>20%</th>
<th>25 hours</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>100%</td>
<td>135 hours</td>
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</tbody>
</table>
**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 3,000 and 4,000 words (not under and not over), excluding the introduction (about 100 words) and conclusion (about 150 words). References to the textbook should be by first author and page number. References to lectures should be by lecture title. (For your own purposes, add a bibliography at the end of the paper so that, in the future, you know which books you were referencing.) No additional research is expected beyond the course lectures, textbooks, and student’s own reading of the New Testament, and the main resource for your paper should be the New Testament itself. *Thus, from the very beginning of this course, begin to take notes for this essay from your reading.* Avoid long quotes from Scripture in the paper. 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**
Discussion in NT Survey serves three purposes. Students will, firstly, be able to express what they are learning during the course through their forum posts and blogs. Secondly, they will have the opportunity to seek clarity about the content they are reading by posting questions on the forums. The third purpose is to consider together the implications of this content (the so-called ‘in-front-of-the-text’ approach to studying the Bible) in contemporary life and ministry. This purpose is *reflective* in nature.

Students are *required* to respond to the questions posted for each module on the forums. They should post their own reflections on the reading, lectures, and New Testament documents that invite feedback from and dialogue with their peers. Forum postings should contain genuine thought and reflection and make substantive contributions to class discussion. Students will receive points for the quality of their posts. See the Course Participation Rubric document for more details.

**Grading Policy**
The final course grade reflects the following components:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points Possible Per Assignment</th>
<th>Total Points Possible</th>
<th>% of Total Grade</th>
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<tbody>
<tr>
<td>Exams (3)</td>
<td>120</td>
<td>360</td>
<td>36%</td>
</tr>
<tr>
<td>Module Activities (7)</td>
<td>35</td>
<td>245</td>
<td>24.5%</td>
</tr>
<tr>
<td>Final Integrative Essay</td>
<td>305</td>
<td>305</td>
<td>30.5%</td>
</tr>
<tr>
<td>Discussion Forum Postings (9)</td>
<td>10</td>
<td>90</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1000</td>
<td>100%</td>
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Course Policies

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 second 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 proctored exams.

Instructor Feedback
I will attempt to answer questions or messages within 24-48 hours, excluding Sundays. I will 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:

Papers should be submitted electronically and labeled with first initial and last name followed by the course and semester. Example: jsmithNT500SU13.

Late Work
Writing assignments will be penalized 5 points per day after the due date. Postings and module activities 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.

Additional Seminary Policies
For additional seminary policies that may pertain to this course, please refer to the Syllabus Addendum.