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."

Pre-Course Reading Requirement
Students are expected to have read the entire New Testament before beginning this course. Those who have not, or who have not recently read the NT, will need to plan extra time to read the NT carefully. A significant portion of the grade has to do with a knowledge of the NT documents. In the first lesson, students will be asked to state 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 prepared to spend significant time reading the NT carefully, regularly, and on time during this course in order to pass the course.

Course Learning Objectives
Upon successful 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. Recognize 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. Be able to describe 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
Lectures entail the following topics:

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: Kingdom Authority and Discipleship
   - Kingdom Authority
   - Kingdom Mission and Discipleship
Week 5: Matthew and Luke
   - The Gospel of Matthew Introduction
   - The Gospel of Luke Introduction
Week 6: Acts and Early Christian Mission
   - Introduction to Acts
   - Paul & Barnabas’ First Missionary Journey
   - Thessalonica
   - 1&2 Thessalonians
Week 7: Corinth
   - Corinth
   - 1 Corinthians
   - 2 Corinthians
Week 8: Philippians and Galatians
   - Philippians
   - Paul’s Letter to the Galatians
Week 9: Romans
   - Romans
Week 10: Colossians, Philemon, and Ephesians
   - Colossians & Philemon
   - Ephesus
   - Introduction of Ephesians
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
A Bible. If using an English Bible, either the English Standard Version or the New Revised Standard Versions are recommended. Not recommended are the King James or New King James versions. Paraphrases are not allowed (such as The Message or The Living Bible). Either the ESV Study Bible (978-1433530838) or the NIV Archaeological Study Bible: An Illustrated Walk Through Biblical History and Culture (ISBN# 978-0310926054) are worth having for the notes.

Course Requirements - Learning Activities

Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The time spent in the course may vary considerably, depending on how well one is already prepared with a knowledge of the New Testament.

I. Content Mastery

Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The time spent in the course may vary considerably, depending on how well one is already prepared with a knowledge of the New Testament.

Readings

The core content and primary text for this course is the New Testament itself. The Lessons will include both 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:

- Students will submit a signed log indicating that they have completed the reading requirements for this course. This is a requirement to pass this 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 submit a signed log indicating that they have viewed all of the lectures. This is a requirement to pass this 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 outline for details. 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.

All exams in this course will be proctored. Your proctor must be someone who works for a church or volunteers for a church in an officially recognized capacity (pastor, elder, ministry leader, office administrator, etc.), a library or a school. Your proctor cannot be a member of your family or a current Gordon-Conwell student. Your proctor should be present throughout the time you are taking the exam.

- 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. The entire New Testament must be read carefully in order to pass this course.
- All of The New Testament in Antiquity. This is a requirement in order to pass this course.
- The New Testament chapters in How to Read the Bible for All Its Worth (chs. 3, 4, 6, 7, 8, and 13). This is a requirement in order to pass this course.

I. 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.

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 3,500 words (plus or minus 10%; do not exceed this limit). 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.

II. 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 with what others have posted (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:

- 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: See the Course Participation Rubric document for more details.

Chat Room (= Office Hours)
Students may interact with the instructor or other students in the chat rooms. E-mail the professor or others in the class to alert them that you have started a discussion in the chat room.

There are two types chat rooms. One chat room is for discussion about the course content—the lectures and text book 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. Everyone on the course will be able to 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.

- 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
- 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)

Grading Policy
Your final grade for the course will be computed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points Possible Per Assignment</th>
<th>Total Possible Points</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (5)</td>
<td>100</td>
<td>500</td>
<td>50%</td>
</tr>
<tr>
<td>Lesson Activities (3)</td>
<td>70</td>
<td>210</td>
<td>21%</td>
</tr>
<tr>
<td>Final Integrative Essay</td>
<td>200</td>
<td>200</td>
<td>20%</td>
</tr>
</tbody>
</table>
Grading Scale

A  921-1000
A-  900-920
B+  880-899
B   821-879
B-  800-820
C+  780-799
C   721-779
C-  700-720
D+  680-699
D   621-679
D-  600-620
F   1-599

Other Course Policies

Proctored Exams
All exams in this course will be proctored. Your proctor must be someone who works for a church or volunteers for a church in an officially recognized capacity (pastor, elder, ministry leader, office administrator, etc.), a library or a school. Your proctor cannot be a member of your family or a current Gordon-Conwell student. Your proctor should be present throughout the time you are taking the exam.

The student will need to identify a suitable proctor and submit his/her name and email address to the Semlink office via the proctor registration form before every exam. The Semlink office will then email your proctor login information for your exam so he/she can help you login at the time when you take the exam. Please submit your proctor information to the Semlink office at least 2 business days before you plan to take the exam. Check with libraries in advance for special summer and holiday hours.

Instructor Feedback
The instructor will attempt to answer questions or messages within 24-48 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:
Papers should be submitted electronically and labeled with first initial and last name followed by assignment name – or – lesson number, module number, the course and semester. Example: jsmithL1M1NT501SU14.

VeriCite
A tool called VeriCite has been added to Sakai to check for plagiarism. If you find that a part of your assignment has scored highly in VeriCite’s review (these sections will be highlighted in red), that means your content is very similar to content in another source and is probably a quote or paraphrase that should be cited. Please use this as a tool to make sure you have cited everything you need in your assignment. Not everything this service highlights will be a violation, so use your best judgment.

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.

Additional Seminary Policies
For additional seminary policies that may pertain to this course, please refer to the Syllabus Addendum.
Course Site Technical Support
Contact the Educational Support Services Office
Hours: Monday through Friday 9:00 AM-12:00 PM; 1:00 PM-4:00 PM
Phone: 978-646-4198
email: semlink@gordonconwell.edu