

Syllabus for
eBIB 261/eGBIB 571—New Testament Introduction
3 Credit Hours
Instructor: Dr Anders Gerdmar

I. COURSE DESCRIPTION

A general introduction to the various books of the New Testament with an emphasis on content and an examination of questions such as authorship, source, reliability, and canonicity.

Prerequisites: None.

This course introduces the student to the textual criticism, critical literary methods, and the question of the inspiration of the New Testament; examines the questions of authorship, sources, reliability, and canonicity of the New Testament materials; and provides a survey of New Testament Apocryphal writings.

II. COURSE GOALS

The goals of this course are to provide a foundation for more in-depth study of the New Testament, to enable the student to understand how God speaks today personally and corporately through the New Testament, and to help the student utilize the New Testament for purposes of teaching and preaching in the church.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

This course is designed as a foundational course in the New Testament for all Theology majors. As a result of successfully completing this course the student will be able to do the following:

- A. Give an overview of the NT as a foundation for more in-depth study.
- B. Discuss the NT's history, geography, personalities, and chronology.
- C. Articulate the life-setting, theme(s), and content of each NT book.
- D. Discuss and explain the major theological concepts of the NT and the key passages that reflect these concepts.
- E. Describe the canon, text, and literary genres of the NT.
- F. Present the Jewish, Greco-Roman, and pagan backgrounds of the NT world.
- G. Delineate important critical approaches to NT study such as redaction and source criticism.
- H. Discuss how God speaks today, both to the church and to him/her personally through the writings of the NT.

IV. TEXTBOOKS

A. Required Texts

Gundry, R. *A Survey of the New Testament*. 5th ed. Grand Rapids: Zondervan, 2012.

B. Recommended Texts

Gerhardsson, Birger. *The Reliability of the Gospel Tradition*. Peabody, Mass. 2001.

Carson, D.A., Moo, Douglas J., and Morris, Leon. *An Introduction to the New Testament*. Grand Rapids: Zondervan, 1991 or Leicester: Apollos, 1992.

Ladd, George. *A Theology of the New Testament*. Grand Rapids: Eerdmans, 1993.

May, Herbert G. *Oxford Bible Atlas*. New York: Oxford University Press, 1984.

Skarsaune, O. *In the Shadow of the Temple. Jewish Influences on Early Christianity*. Downers Grove: InterVarsity Press, 2002. (sections)

V. COURSE PROCEDURES

1. Evaluation Procedures

a. Grading

1. Unit Reports 30%
 - a. Each Sunday at the end of Unit 2 to Unit 14, the students present a two-page synthesis of the week's lectures, Bible and literature readings. The paper includes two parts: Reflections over the Bible, and New Testament Background. The latter summarises what you learnt from lecture and literature.
 - b. Participation in discussion is obligatory.
2. Unit Quizzes 25%
 - a. Unit 2–9 (except 8) has a quiz. The students are to answer the questions within 30 minutes from they start the test.
3. Mid-Course Exam 20%, given on-line.
4. Final Examination 25%, given on-line.

b. Grading Scale

- A = 100-90%
- B = 90-80%
- C = 80-70%
- D = 70-60%
- F = 59-0%

2. Other Policies and Procedures

a. Course Requirements

1. Students are responsible for all the material in the readings of class assignments. All students are required to read the New Testament from beginning to end.
2. Participation in discussion group is required.

b. Procedures

1. Attendance at each class or laboratory is mandatory at Livets Ord Theological Seminary. Absences can reduce a student's grade or deny credit for the course.
2. Students and faculty at Livets Ord Theological Seminary must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
3. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

V. UNIVERSITY POLICIES

A. Evaluation Policies

1. Completion of a Course
 - a. All assignments for each Week or Unit are due on the week established in the course calendar, which is published in the syllabus or assigned in class. **Any assignments turned in after the scheduled due date will be penalized five percent (5%) of the original value per day.** All work turned in two weeks after the assignment deadline will be received but will be granted a grade of zero for that assignment.
 - b. No work is accepted after the final exam date.
2. Incompletes
 - a. An incomplete is given only after the student establishes with the instructor and the department chair by written petition that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete will be excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
 - b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval at least one week prior to the end of normal classes. The submitting of a petition does not automatically ensure the granting of an incomplete. The petition must be approved by the appropriate academic committee of the school.

3. Examinations and Other Assignments

- a. Early examinations **are not** allowed.
- b. Late examinations are administered only when extenuating circumstances are present (such as a death in the family, sudden and major illness the week of exams that is documented by a physician). In fairness to all students, some persons should not have more time to prepare for an examination than others. **The granting of a late examination request is rare.**
- c. A Petition for Late Examination without penalty must be signed by the professor and the Dean. Proper documentation must accompany the petition. The student must schedule the makeup exam with the professor of the course. The exam must be taken no later than five (5) calendar days after the approval of the petition. **Grade penalties may be applied.**
- d. **All** exams will be given as scheduled. It is the student's responsibility when purchasing airline tickets, for example, to take this schedule into consideration. **Not being present for the final examination automatically results in failure of the course.**
- e. These requirements apply to all quizzes, tests, and examinations administered by the school.

4. Attendance

- a. The Official Attendance Policy for the LOTS is as follows for a three credit course: the missing of 6 class sessions (two weeks) will result in a grade reduction of one letter grade. Missing 12 class sessions (four weeks) will automatically result in a grade of "F."
- b. **The absences allowed prior to grade reduction are designed to allow for emergencies and illnesses, and are not designed for indiscriminate use.** Many students incorrectly assume that they may use these allowable absences as unexcused "cuts" from class. Administrative excuses are granted only when a student is on official University business and has received approval in advance from the University administration.
- c. Students are expected to be prompt for classes. **Two tardies will equal one absence.**

5. Internet Study Policies

- a. The student is expected to listen to all the internet lectures and participate in all activities unless administratively excused. Only administrative excuses, notice by e-mail or phone to the office or teacher, are accepted.
- b. Excessive absences can reduce a student's grade or deny credit for the course.
- c. Illness and injuries are not considered excused absences (You always

have to notify your teacher when for some reason you cannot do certain course work).

B. Academic Honesty

1. By signing the Honor Code, the student has pledged, "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments."
2. The Catalog and Student Handbook reiterate that "no Christian intellectual community can maintain its integrity or be faithful to its members if violations of its central purpose are tolerated for any reason. This principle of intellectual responsibility applies to all work done by students."
3. Cheating and plagiarism attack the basis for academic accreditation and Judeo-Christian civilization. They are violations of God's moral codes. Plagiarism is literary or artistic theft and misrepresentation. It is not only a moral wrong, but it is illegal. For a full description of plagiarism, see Alexander Lindley, Plagiarism and Originality, Westport, Conn.: Greenwood, 1952.
4. No collaboration among students on assignments will be allowed without prior written approval from the professor. The Catalog specifies that "each student will do his or her own academic work and will not inappropriately collaborate with other students on assignments. A student violating this principle of intellectual responsibility will receive an F grade in the course involved and face disciplinary action including possible suspension from Livets Ord Theological Seminary."

VI. COURSE CALENDAR

Unit	Lecture and other activity		Book-by-Book	Gundry
1	L1. Introduction, Methods, Literature & Sources.		BB1. How to Read	Chapters 4-6
2	L2. Historical and Cultural background of the New Testament		BB2. Matt	Chapter 8
3	L3. The Geographical Dimension: Eretz Israel and the Mediterranean World. <i>Formative Evaluation</i>		BB3. Mark	Chapter 7
4	L4. History of New Testament Research		BB4. Luke	Chapter 9
5	L5. Judaism in the time of Jesus		BB5. John; 1-3 John	Chapter 10
6	L6. Jewish Life in New Testament Times		BB6. Acts	Chapter 11
7	L7. Jewish Life in New Testament Times II.		BB7. Paul & the Epistles	
8	L8. The Reliability of the Gospel and Jesus Tradition. <i>Formative Evaluation</i>	MID TERM EXAM	BB8. 1-2 Thess Rom-Gal	Chapter 12
9	L9. From Jerusalem to the ends of the Earth: the development of the Early Church		BB9. 1-2 Cor	Chapter 13
10	L10. New Testament World-View. New Testament languages and exegesis.		BB10. Eph, Phil, Col, Philem	Chapter 14
11	L11. The Literary Matrix of the New Testament		BB11. 1-2 Tim, Tit	Chapter 15
12	L12. Canonicity: from Oral Sources to Canonical Bible		BB12. Hebrews	Chapter 16
13	L13. The New Testament, Authenticity and Inspiration		BB13. James, 1-2 Peter, Jude	Chapter 17
14	L14. From Exegesis to Ministry: Some Stepping Stones. Repetition.		BB 14. Revelation	Chapter 18
15	Repetition.. Evaluation			
16	FINAL EXAM			

**Course Inventory for LOTS' Student Learning Outcomes
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This course contributes to the LOTS student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge	X			
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior		X		
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity			X	