

## LIDLAW COLLEGE

*Te Wananga Amorangi*

### 140.515 New Testament: Introduction Course Assessment and Delivery Outline

CDL/BTC  
Tutor: Simon Terrill

Semester 1, 2015  
NQF Level: 5, 15 credits

#### CONTENT OVERVIEW

1. Introduction to the Course.
2. The historical, religious and political setting of the New Testament.
3. The Gospels, their relationships and distinctives
4. The Kingdom of God (with reference to Mark's Gospel)
  - a) The Presence of the Kingdom
  - b) The Person of the King (Christology)
  - c) The Power of the Kingdom (Miracles)
5. The Lifestyle of the Kingdom
  - a) The Parables of the Kingdom
  - b) The Lifestyle of the Kingdom (Ethics and Discipleship)
  - c) The Expansion of the Kingdom (Mission)
6. The Kingdom of God
  - a) The Passion of the King
  - b) The Resurrection of the King
  - c) The Consummation of the Kingdom (Return and Consummation)
7. Acts 1-8
8. Acts 9-28
9. Introducing Paul's life, mission and strategy
10. Paul's letters (Including Exploration of Two of Paul's Letters)
11. The General Epistles of the New Testament (Including Exploration of Two General Epistles)
12. Revelation

#### ASSESSMENT TASKS AND DUE DATES

##### 1. Mark Survey:

<i>Learning outcomes:</i>	1, 3
<i>Due date:</i>	Sunday, end of semester week 3, 11.55 pm
<i>Percentage Weighting:</i>	20%
<i>Length</i>	700 words plus structure presentation

This assignment requires you to examine the overview and structure of the whole Gospel of Mark and then reflect on the book in light of the textbook for this course. You are expected to interact with the biblical text, and the course textbook. This should take about 20 hours to

complete. The instructions below outline the steps you need to take as you work through this task. A model assignment is provided on Moodle and in the Learning Guide.

## **Instructions:**

### **A Overview section [300 words]:**

- **Preparing your overview:** Read through or listen to the book in one sitting. This could be part of the weekly reading activity for this course.
- **Writing your overview:** Begin your written assignment by recording your first impressions of the book (200 words). In this first section, try to answer the questions: What is the purpose of the book? What are the major themes the book addresses?

### **B Structure section – title, creative portrayal plus explanation if needed: [one A4 page]**

- **Preparing your structure description:**
  - Read through the book again, dividing the book up into thematic sections. Don't be limited by chapter/verse divisions or headings. They are not inspired! Think about how one section relates to another. Look out for key structural markers (these might be, for example, major events that occur, or descriptions that involve time or places, or a change in tone.)
  - Read each section again, summarizing the content of each section into a single statement capturing the essence of that section. How do the sections relate to each other? What ideas are being built up throughout the book?
  - Read through the book again, highlighting keywords and phrases. What patterns did you notice?
  - See if you can find key text(s) for the book. This could be a text that sums up the book, gives structure to the book or creates a pivot on which the whole book turns. Remember not every book has a key text, so don't try to force it.
  - Create a title that sums up the book. Feel free to be creative.
- **Presenting your structure description:**
  - Present your findings from (3) to (7) above in a creative way. You could present a mind map, a book chart, an analytical layout, in fact just about anything that communicates what the book is all about and the information you have discovered in steps (3) to (7) above. Remember that the content is the most important factor. Think themes and how the book hangs together. You might want to include an explanation of your presentation, demonstrating how your presentation reflects the book. This part of the assignment does not have a word limit as such, so let the time limit for the overall task (20 hours) guide you about how much to present. As a general rule however, this part of your assignment should fit on one page.

### **C Reflection Section: [400 words]**

- **Preparing your reflection:**
  - Read the relevant section of the text book (Chapter 5 of deSilva)

- **Writing your reflection:**
  - Conclude your written assignment by explaining what new insights you gained from your reading of deSilva. What part of the textbook challenged your thinking and why? Record your thoughts in about 300 words. Make sure you reference correctly.

## 2. Acts Survey:

<i>Learning outcomes:</i>	1, 3
<i>Due date:</i>	Sunday, end of semester week 6, 11.55 pm
<i>Percentage Weighting:</i>	20%
<i>Length</i>	700 words plus structure presentation

This assignment requires you to examine the overview and structure of the whole book of Acts and then reflect on the book in light of the textbook for this course. You are expected to interact with the biblical text, and the course textbook. This should take about 20 hours to complete. The instructions below outline the steps you need to take as you work through this task. A model assignment is provided on Moodle and in the Learning Guide.

### Instructions:

#### **A Overview section [300 words]:**

- **Preparing your overview:** Read through or listen to the book in one sitting. This could be part of the weekly reading activity for this course.
- **Writing your overview:** Begin your written assignment by recording your first impressions of the book (200 words). In this first section, try to answer the questions: What is the purpose of the book? What are the major themes the book addresses?

#### **B Structure section – title, creative portrayal plus explanation: [one A4 page]**

- **Preparing your structure description**
  - Read through the book again, dividing the book up into thematic sections. Don't be limited by chapter/verse divisions or headings. They are not inspired! Think about how one section relates to another. Look out for key structural markers (these might be, for example, major events that occur, or descriptions that involve time or places, or a change in tone.)
  - Read each section again, summarizing the content of each section into a single statement capturing the essence of that section. How do the sections relate to each other? What ideas are being built up throughout the book?
  - Read through the book again, highlighting keywords and phrases. What patterns did you notice?
  - See if you can find key text(s) for the book. This could be a text that sums up the book, gives structure to the book or creates a pivot on which the whole book turns. Remember not every book has a key text, so don't try to force it.
  - Create a title that sums up the book. Feel free to be creative.
- **Presenting your structure description:**
  - Present your findings in a creative way. You could present a mind map, a book chart, an analytical layout, in fact just about anything that

communicates what the book is all about and the information you have discovered. Remember that the content is the most important factor. Think themes and how the book hangs together. You might want to include an explanation of your presentation, demonstrating how your presentation reflects the book. This part of the assignment does not have a word limit as such, so let the time limit for the overall task (20 hours) guide you about how much to present. As a general rule however, this part of your assignment should fit on one page.

### **C Reflection Section: [400 words]**

- **Preparing your reflection:** Read the relevant section of the text book (Chapter 8 of deSilva).
- **Writing your reflection:** Conclude your written assignment by explaining what new insights you gained from your reading of deSilva. What part of the textbook challenged your thinking and why? Record your thoughts in about 300 words. Make sure you reference correctly.

### **3. Galatians 3: 1-6 Survey:**

<i>Learning outcomes:</i>	1, 3
<i>Due date:</i>	Sunday, end of semester week 9, 11.55 pm
<i>Percentage Weighting:</i>	20%
<i>Length</i>	1200 words

**This assignment** requires you to examine a small section of Galatians (3:1-6) in greater detail, and reflect on the meaning and interpretation of this section in some depth. You are expected to interact with the biblical text, and the three specified readings. This should take about 20 hours to complete. The instructions below outline the steps you need to take as you work through this task. A model assignment is provided on Moodle and in the Learning Guide.

#### **Instructions:**

For this survey, the focus is not on an in-depth analysis of the technicalities of the passage, but rather on explaining what you believe it means *in its original setting* and then reflecting on the passage in light of what you have learned from your reading.

### **A Observation Section: [400 words]**

- **Preparing your observation:**
  - This first step involves closely observing the text without assistance from other sources. Read though all of Galatians once (preferably in one sitting) taking note of its purpose.
  - Next, read over the passage 3:1–6 taking careful note of:
    1. Paul's argument in this passage
    2. How this passage fits into the overall argument of the book of Galatians
    3. Its main point(s)
- **Writing your observation:**
  - Write a 400 word explanation of what Paul is arguing in this text, and summarise what you think his intended meaning is.

### **B Reflection Section: [500 words]**

- **Preparing your reflection:**

- Read the three readings listed below. Consider how these scholars read and interpret the text.
  - Note the points of difference with your own interpretation from the Analysis section above. Make notes on what you have learnt, and on where you disagree or agree with them.
- **Writing your reflection:**
    - Write a 500-word reflection interacting with the three scholars from the perspective of your reading.

C Application Section: [300 words]

- Write a 300 word application showing how what you have learnt speaks to your own life, ministry, the church, and the world. This can be thoughtfully personal. Make sure you reference correctly.

Required Readings for Galatians Survey:

It will be helpful to read the chapter on Galatians (chapter 24) in Mark Keown's *New Testament Introduction* course reader as preparation for this. This chapter is available on Moodle and on the Course DVD.

Fee, Gordon D. *Galatians*. Pentecostal Commentary Series. Dorset: Dio Publishing, 2007. Pages 1–10, 103–13. This reading is available on the course CD-ROM.

McKnight, S. *Galatians*. The NIV Application Commentary. Grand Rapids: Zondervan, 1995. Pages 135–52. This reading is available on the course CD-ROM.

#### 4. Essay

<i>Learning outcomes:</i>	1, 2, 3, 4
<i>Due date:</i>	Sunday, end of exam week 1, 11.55 pm
<i>Percentage Weighting:</i>	40%
<i>Length:</i>	2000 words

Students are required to write an essay on **one** of the following topics.

1. Using Mark's Gospel as the primary point of reference, explain what Jesus meant by the 'Kingdom of God', how his life and ministry fitted into the notion, and briefly suggest implications for today.
2. With reference to the Book of Acts, explain and assess the significance of the key factors which led to the initial rapid expansion of the Christian church. Briefly comment on the relevance of this for the contemporary church.
3. Choose one of these Pauline epistles and explain its message with reference to its historical setting and any relevant critical issues. Briefly outline lessons that today's church can learn from this epistle. You can choose from one of the following: Romans, 1 Corinthians, Galatians, Ephesians, Philippians, 1 Thessalonians, Colossians.
4. Explore and explain the nature of Revelation and the different approaches adopted to its interpretation. In summary form, show how your chosen perspective is worked out in the structure of Revelation. Briefly explain the implication your preferred approach might have for our understanding of eschatology?

Detailed instructions for the essay can be found in "Appendix One: Writing a thematic New Testament essay" in your learning guide for this course. Please note that students are expected to interact with a minimum of 5 sources, largely taken from the relevant Indicative Bibliography

An annotated bibliography for each of the essays can be found on the course CD-ROM. It is important that students consult with these bibliographies as part of their preparation for writing the essay.

## CRITERIA FOR ASSESSMENT

### 1. Mark Survey:

- Interaction with the biblical text
- Themes identified and developed
- Clarity and creativity in presentation of the book's structure
- Engagement with textbook

### 2. Acts Survey:

- Interaction with the biblical text
- Themes identified and developed
- Clarity and creativity in presentation of the book's structure
- Engagement with textbook

### 3. Galatians 3: 1-6 Survey:

- Interaction with the biblical text
- Clarity of insights from observation of passage
- Thoughtful interaction with biblical scholars
- Relevance of application to current contexts

### 4. Essay

- The topic/question has been directly addressed
- Critical skill
- Reading and research
- Application
- Structure: Clear and logical arrangement of ideas; valid conclusions
- Communication & Presentation: Clarity, format, spelling, grammar; annotation and bibliography

## LEARNING HOURS

140.515 is a 15 credit course consisting of 150 learning hours. In this distance learning assessment and delivery track the assignment tasks and learning hours are as follows.

<b>Task</b>	<b>Weight</b>	<b>Hours</b>
Tutorials		24 hours
Learning Guide and readings		26 hours
Surveys 1, 2 and 3	60%	60 hours
Essay	<u>40%</u>	<u>40 hours</u>
	100%	150 hours

Although this guideline regarding learning hours is not intended to be applied rigidly, it should help ensure a balanced workload.

## TEXTBOOK:

deSilva, David. *An introduction to the New Testament: contexts, methods & ministry formation*. Downers Grove Ill.; Leicester, England: Apollos, 2004.

Please note that students will need access to this textbook in order to complete the course. In addition to the textbook, students will be provided with access to the New Testament: Introduction course area in Moodle. The resources available there are maintained by Dr Mark Keown and BTC tutors. Students will also receive a printed learning guide and some CD-ROMs containing Dr Mark Keown's course reader, various readings and some electronic media resources.

## **BIBLIOGRAPHY**

### **Recommended NT Introductions, Theologies and Surveys**

Below is a list of good introductions, theologies and surveys which introduce the NT. They have strengths and weaknesses.

Carson, D. and D. Moo. *An Introduction to the New Testament*. Grand Rapids: Zondervan, 2005.

*This is an excellent resource introducing the core critical issues related to each book in the New Testament. It comes from a conservative point of view, defending apostolic authorship, early dating and has an apologetic historical feel. There is a lack of thematic work such as 'Kingdom of God', 'miracles' etc, the book focusing on introductions to the books of the NT.*

De Silva, David A. *An Introduction to the New Testament: Contexts, Methods and Ministry Formation*. Leicester: IVP, 2004.

*This is an excellent resource which gives a really good introduction to the world of the New Testament in particular, taking a stronger interest in the socio-rhetorical setting for the New Testament. The first few chapters are particularly interesting to help students get a feel for the world in which the New Testament was formed. ADD Theology.*

Elwell, W .A. & R. W. Yarbrough, *Encountering the New Testament. A Historical and Theological Survey*. 2<sup>nd</sup> Edition. Grand Rapids: Baker, 1998, 2005.

*A good resource for the whole NT. It has a great CD with it that gives good maps, photos and videos to help familiarise yourself with the world. It has brief articles on most of the key critical issues in the NT. It lacks depth for degree level work but the articles give the main thing to be aware of.*

Drane, J. *Introducing the New Testament*. San Francisco, CA: Harper & Row, 1999.

*Some would argue that this resource is a little below degree level and they have a point. However, this is a strength in that Drane's work helps students get into the main concepts and teaching of the NT without complication. The book also has a good chapter on important themes which is very helpful e.g. Kingdom of God, Miracles. It is a really good basic book to work with alongside the course notes.*

Johnson, Luke Timothy. *The Writings of the New Testament. An Interpretation*. Minneapolis: Fortress, 1999.

*This book is more complex than some of the others. It has great bibliographies for each section. The first few chapters looking at Judaism and the Greco-Roman world are very good for getting the feel for the NT. There is no real thematic work, it goes book by book. The appendix on the New Approaches to the New Testament is helpful for understanding modern biblical study. Similarly, the appendix on the Historical Jesus is a good summary. It also has a CD.*

Marshall, I. H. *A Theology of the New Testament. Many Witnesses, One Gospel*. Downers Grove: IVP, 2004.

*This book is written by one of the evangelical legends of NT study. It gives us a theological picture of each book. Helpful as a resource.*

Marshall, I. H., S. Travis & I. Paul. *Exploring the New Testament. Volume 2. The Letters and Revelation*. London: SPCK, 2002.

Wenham, D & S. Walton. *Exploring the New Testament. Volume 1. The Gospels and Acts*. London: SPCK, 2001.

### **Recommended Bible Dictionaries**

The IVP Dictionary Series is highly recommended. They have great articles concerning most aspects of New Testament study. It is also available electronically through Logos software.

Hawthorne, G.F. *Dictionary of Paul and His Letters*. Downers Grove: IVP, 1993.

Green, J. B., S. McKnight & I. H. Marshall. *Dictionary of Jesus and the Gospels*. Downers Grove: IVP, 1992.

Martin, R.P. & P.H. Davids, *Dictionary of the Later New Testament and Its Developments*. Downers Grove: IVP, 1997.

Evans, C.A. & S.E. Porter, *Dictionary of the New Testament Background*. Downers Grove: IVP, 2000.

### **Other NT Introductions, Theologies and Surveys**

These are good works in their own right but have not been included in the recommended section as they tend to be older, more concerned for detailed critical issues and/or more broad theologically. This should not stop students consulting them as they give different viewpoints which enrich our thinking.

Achtemeier, P.J; Green, J.B & Thompson, M.M. *Introducing the New Testament. Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

*Quite a good read, not as conservative or as thorough as Carson and Moo, good to get a grasp of issues.*

Barnett, Paul. *Bethlehem to Patmos: The New Testament Story*. London: Hodder & Stoughton, 1989.

*Basic, not a true intro, more telling the story, not strong on critical issues at all, a good background read.*

Brown, R. *An Introduction to the New Testament*. New York: Doubleday, 1997.

*Critical, extensive, not conservative but thorough [Brown is a Catholic], no themes.*

Freed, Edwin D. *The New Testament. A Critical Introduction*. London: SCM Press, 1986, 1991.

*Liberal, critical but in-depth.*

Guthrie, D. *New Testament Introduction*. Leicester: IVP, 1990.

*Conservative; Extensive, non-thematic, thorough, becoming dated, strong grasp of basic older critical issues in particular.*

Gromacki, Robert G. *New Testament Survey*. Grand Rapids: Baker, 1974.

*Conservative, old, basic, solid.*

Stott, J & S. Motyer. *The Story of the New Testament. Men with a Message*. Grand Rapids: Baker Books, 1951, 1994, 2001.

*Very Basic Intro.*



Varughese, A. Ed. *Discovering the New Testament. Community and Faith*. Kansas City: Beacon Hill Press, 2005.

*Very basic and general.*

### **Other Works of Note for this Course**

Marshall, Chris D. *Kingdom Come*. Auckland: Impetus, 1993.

*Excellent introduction to the idea of the Kingdom of God. Lacks the futuristic dimension.*

### **Electronic Resources**

There are a huge range of electronic biblical study resources coming on the market.

For Mac users there is Accordance 8 which has a wide range of biblical resources including original languages and lexical aids. See <http://www.accordancebible.com/>.

For PC users there is Logos Bible Software (Libronix) which similarly has a wide range of biblical resources including biblical languages, lexical aids, dictionaries and commentaries. See <http://www.logos.com/> or <http://logos.co.nz/> or the Bible Society of NZ (<http://biblesociety.org.nz/>).