

LIDLAW COLLEGE

Te Wananga Amorangi

140.515 New Testament: Introduction Course Assessment and Delivery Outline

Campus/Delivery Mode: Distance Learning

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

For this course there are four compulsory pieces of assessment which will count toward your final grade. In addition there are three revision tests which do not count toward your final grade, but which you are strongly encouraged to use as an evaluation of your learning.

1. Online Discussion Forums

<i>Learning outcomes:</i>	1, 2
<i>Due date:</i>	11.59pm Sunday of semester weeks 1, 4, 5, 7, 8, 10
<i>Percentage Weighting:</i>	20%
<i>Length</i>	<i>As specified below</i>

In six lessons of this course there are compulsory online discussions which give you an opportunity to learn in community with your fellow students. These online discussions

require you to post a response of 200 words on the Online Discussion Forum on Moodle to a question about some aspect of that lesson. These questions are found in the lesson text. In addition to your initial posting, you will be required to make at least one further posting of at least 50 words, which interacts with what your online tutor and other students have said. The second posting for each assessment exercise must be within 7 calendar days of the due date for the initial posting.

There are two optional online discussions in weeks 9 and 12 that are recommended for students' learning, but are not compulsory, and will not count toward your grade.

2. New Testament Study: Mark

<i>Learning outcomes:</i>	1, 2
<i>Due dates:</i>	11.59pm Sunday week 4
<i>Percentage Weighting:</i>	25%
<i>Length</i>	1200 words

The assignment is based on your observation of the gospel of Mark and the careful reading of four additional readings listed below. You will then write an essay in which you engage with the questions listed below the readings.

Readings:

Note: Mark's Gospel is considered by most scholars the first of the Gospels, which Matthew and Luke used as a basis for their later Gospels. Remember this as you go about your work.

Reading 1: The Gospel of Mark in the Bible (NIV 2011; NRSV; or ESV recommended). When doing biblical studies, reading the bible itself is critical and you should begin with Mark's Gospel. So after familiarising yourself with the assignment expectations below, first **read through the Gospel of Mark itself** from start to finish, noting things that stand out. .

Reading 2: Chapter five in the readings booklet: Mark J. Keown, *New Testament Introduction*, Understanding Mark's Gospel, op. 72–102. The readings booklet is given on your CD-ROM and on Moodle.

Reading 3: Chapter five in your textbook, David A. deSilva, *An Introduction to the New Testament: Contexts, Methods & Ministry Formation* (Downers Grove, Ill: IVP Academic, 2004), 194–233. The reading is given on your CD-ROM and on Moodle.

Reading 4: Chapter four in D. A. Carson and Douglas J. Moo, *An Introduction to the New Testament* (2nd Edition; Grand Rapids: Zondervan, 1992, 2005), 169–197. The reading is given on your CD-ROM and on Moodle.

Reading 5: Chapter Three in Frank Thielman, *Theology of the New Testament* (Grand Rapids: Zondervan, 2005), 57–83. The reading is given on your CD-ROM and on Moodle.

Instructions

After reading the above, write an essay covering the following areas, noting where there are significant differences among scholars:

- Setting for Mark:** Who wrote it? When was it written? From where was it written? Who was it written to? What significant events in the world and Israel were going on at the time that likely affected the writing?
- Purpose of Mark:** Why did the author write Mark? What is its overall purpose(s)?
- Structure of Mark:** What is the structure of Mark? How is it arranged to meet the purpose of the author?

- d) **Themes of Mark:** What are the main themes developed in Mark? What main theological ideas are highlighted?
- e) **Distinctive Features of Mark:** What interesting features do you or scholars note concerning Mark?
- f) **The message of Mark:** In your own words, summarise the message of Mark.
- g) **Reflection:** What have you learned from your study of Mark? What has challenged you? What do you like about Mark?

3. New Testament Exegetical Activity: Galatians 3:1-9

<i>Learning outcomes:</i>	1, 3
<i>Due dates:</i>	11.59pm Sunday week 9
<i>Percentage Weighting:</i>	25%
<i>Length</i>	1200 words

In this assignment, you are required to explore one passage in some detail: Galatians 3:1–9. The instructions below outline the steps you need to take as you work through the assignment. You are not required to give an in-depth analysis of the passage. Instead you should explain what you believe it means *in its original setting* and then reflect on it from what you have learned.

Instructions

1) Analysis

This section is preparatory. Take notes as you go.

- a. Read through Galatians 3:1-9: Read it in one translation (ESV, NIV 2011, NRSV recommended) pausing to note anything that stands out.
- b. Read through all of Galatians: Remember that ancient letters were written with a purpose. So as you read, look for the purpose, the “story behind the story” so to speak. Consider how the passage fits into the overall letter argument. Note especially the flow of Paul’s argument into that passage and where he goes next.
- c. Read through Galatians 3:1-9 again: This time read the passage comparing at least two translations (ESV, NIV 2011, NIV). With all of Galatians in mind, take notes on what you think Paul is saying to the Galatians in this passage, and why he might be saying it.
- d. Set Readings: Having read through Galatians and the passage closely, now read the set readings listed below. DeSilva looks at all of Galatians to help you consider the whole letter. Fee and McKnight look more closely at the text (, ADD). Consider how these scholars read and interpret the text. Note the points of difference of opinion. Make notes on what you learn.

2) Set Readings

- a. Chapter 24, pages 455–474 in the reading booklet, Mark J. Keown, *New Testament Introduction*. The readings booklet is given on your CD-ROM and on Moodle.
- b. Chapter twelve in David D. deSilva. *An Introduction to the New Testament: Contexts, Methods & Ministry Formation* (Downers Grove, Ill: IVP Academic, 2004), 493–536.
- c. Fee, Gordon D. *Galatians*. Pentecostal Commentary Series. Dorset: Dio Publishing, 2007, 1–10, 103–17. The reading is given on your CD-ROM and on Moodle.
- d. McKnight, McKnight, *Galatians*. The NIV Application Commentary. Grand Rapids: Zondervan, 1995, 135–64. The reading is given on your CD-ROM and on Moodle.
- e. Morris, L. *Galatians: Charter of Christian Freedom*. Leicester, Eng.: IVP, 1996, 92–102. The reading is given on your CD-ROM and on Moodle.

3) Writing

Write your assignment with the following things in mind:

- a. Part One: Write 300 words introducing Galatians noting who wrote it and when, to whom it was written, what is the problem the author is dealing with, and the overall argument of the writer in the letter. For this section of the assignment, deSilva and Keown's material will be important.
- b. Part Two: In 100 words explain how 3:1-9 fits into the argument of the whole letter (wider context) and the passages immediately before and after (intermediate context).
- c. Part Three: Go through 3:1-9 verse by verse and, drawing on your own thinking and the readings, explain what Paul is saying to the Galatians in this passage. This should take 600 words. Fee and McKnight's commentary sections will be important for this work.
- d. Application: Write a final 200 word application. In this application note how what you have learnt speaks to your own life, ministry, the church, or the world. This can be thoughtfully personal but should still show that you have thought deeply about Galatians 3:1-9 and applied it thoughtfully to life.

4. Essay

<i>Learning outcomes:</i>	1, 2, 3, 4
<i>Due date:</i>	11.59pm Sunday at the end of exam week
<i>Percentage Weighting:</i>	30%
<i>Length:</i>	2000 words

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

- a) Using Mark's Gospel as the primary point of reference, explain what Jesus meant by the 'Kingdom of God' and especially how it related to the expectations of the day, how his life and ministry fitted into the notion, and suggest implications for Christian life today.
- b) 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.
- c) Choose one Pauline epistle from Ephesians, Philippians, 1 Thessalonians, or Colossians. 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.
- d) 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: a 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.

Three Revision Tests (not graded)

<i>Learning outcome:</i>	1
<i>Due date:</i>	Most appropriately completed by the end of week 4, 10, 12. Each of the three content tests will be open for the entire semester.
<i>Percentage Weighting:</i>	Not included in final grade.

Each week you will be assigned a portion of the New Testament to read. These readings will form the basis of the content tests. The content tests are multi-choice. You can take each test up to three times. You are encouraged to repeat the tests until you are confident with the material (the questions will vary for each attempt). Learning this material will lay a good foundation for future New Testament studies, as well as help you prepare for your final essay.

CRITERIA FOR ASSESSMENT

1. Online Discussion Forums

Before beginning your first online discussion, please see the grading grid (rubric) on the “online discussion grading guide and mid-semester feedback” for further details on how these criteria will be applied.

- Engagement with material
- Constructive engagement with others
- Structure and presentation
- Timeliness

2. New Testament Study: Mark

- Content (the elements noted in the instructions are present: Setting, purpose, structure, themes, features, message, differences between scholars, reflection)
- Critical skill (the student shows an ability to recognise the more important aspects of the theme and recognised different ideas, outline them and weight them)
- Communication & Presentation (clarity, format, spelling, grammar; annotation and bibliography as per the college expectations)

1. Exegetical Study: Galatians 3:1-9

- Understanding of the background and setting for Galatians
- Understanding of the place of 3:1–9 in the context of Galatians
- Exegesis
- Engagement with Readings
- Critical Skill (the student shows an ability to recognise the more important aspects of the theme and recognised different ideas, outline them and weight them)
- Communication & Presentation (clarity, format, spelling, grammar; annotation and bibliography as per the college expectations)

4. Essay

- The topic/question has been directly addressed (the student has broken down the question or theme and answered it with good argument)
- Critical skill (the student shows an ability to recognise the more important aspects of the theme and recognised different ideas, outline them and weight them)
- Reading and research (the student consults at least five appropriate readings from the given bibliographies)

- Application (the student applies their learnings appropriately and thoughtfully to today's context)
- Structure: Clear and logical arrangement of ideas; valid conclusions
- Communication & Presentation (clarity, format, spelling, grammar; annotation and bibliography as per the college expectations)

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.

Task	Weight	Hours
Working through the Learning Guide and associated readings		40 hours
Online interaction	20%	15 hours
New Testament Study: Mark	25%	30 hours
New Testament Exegetical Activity: Galatian 3:1-9	25%	30 hours
Essay	30%	35 hours
	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, a learning guide and CD-ROMs containing readings and media.

BIBLIOGRAPHY

Please note that Laidlaw library now has many e-books which can be accessed without needing to borrow a physical book. A list of relevant e-books available is included toward the end of this bibliography. Please be sure to consult with this list as you consider what you may need to borrow from the library. Also, please check the growing number of e-books in the library catalogue.

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.

deSilva, 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.* 2nd 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.

E-books

Aune, David E., ed. *The Blackwell Companion to the New Testament*. Chichester, U.K.; Malden, MA: Wiley-Blackwell, 2010. **E-book.**

Fee, Gordon D. *Paul, the Spirit, and the People of God*. Grand Rapids, MI: Baker Academic, 2011. **E-book.**

Hagner, Donald Alfred. *The New Testament: A Historical and Theological Introduction*. Grand Rapids, MI: Baker Academic, 2012. **E-book.**

Harrington, Daniel J. *Historical Dictionary of Jesus*. Lanham, MD: Scarecrow Press, 2010.
Kruger, Michael J. *Canon Revisited: Establishing the Origins and Authority of the New Testament Books*. Wheaton, IL: Crossway, 2012. **E-book.**

Lightfoot, J. B. *Philippians*. Wheaton, IL: Crossway Books, 1994. **E-book.**

Melick, Richard R. *Philippians, Colossians, Philemon*. Nashville, TN: Broadman Press, 1991. **E-book.**

Moyise, Steve. *Jesus and Scripture: Studying the New Testament Use of the Old Testament*. Grand Rapids: MI: Baker Academic, 2011. **E-book.**

- Muddiman, John, and John Barton. *The Pauline Epistles*. Oxford, England; New York, NY: Oxford University Press, 2010. **E-book**.
- Porter, Stanley E. *Paul and His Social Relations*. Leiden, Netherlands; Boston, MA: Brill, 2013. **E-book**.
- Seensengood, Robert Paul. *Paul: A Brief History*. Chichester, West Sussex, UK; Malden, MA: Wiley-Blackwell, 2010. **E-book**.
- Thorsen, Donald, and Keith Reeves. *What Christians Believe About the Bible: A Concise Guide for Students*. Grand Rapids, MI: Baker Academic, 2012. **E-book**.
- Wright, N. T. *Paul for Everyone: The Prison Letters: Ephesians, Philippians, Colossians and Philemon*. London, England: SPCK, 2002. **E-book**.
- Wright, N. T. *Paul for Everyone. 2 Corinthians*. London; Louisville, KY: SPCK, 2004. **E-book**.
- Wright, N. T. *Revelation for Everyone*. Louisville, KY: Westminster John Knox Press, 2011. **E-book**.

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 uses 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/>).