



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

B115 – CB/DE Intro to New Testament

3 credits. Prerequisites: *None*

**This is a U of S transferable course.*

September 14-December 18, 2020
Fall 2020

Facilitator: Carmen Bellamy, MTS
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Video Lectures: Jeromey Martini, PhD

Course Content and Goals

Course Description

A foundational course introducing students to the literature, content, theology, and historical and social backgrounds of the New Testament. The course also introduces students to the processes behind the New Testament's composition, preservation, and canonization.

Relationship to Horizon's Mission

This course prepares students for Christian leadership by teaching them to interpret the New Testament (NT) faithfully and relevantly, challenging them to grow in Christ-like character as they apply the NT to their lives, requiring them to model healthy social interaction, and equipping them to share exegesis of the New Testament, which is a foundational ability for Christian ministry.

This course will significantly contribute to one of Horizon's core competencies, Biblical and Theological Literacy, which is demonstrated by skilled interpretation of scripture and evaluation of theological issues in order to articulate how to think, live, and minister in light of who God is, who God's people are, and God's purposes for the world.

Core Competencies and Learning Outcomes

To demonstrate competency in **Biblical and Theological Literacy**, students will:

1. Interpret the New Testament in reference to the first-century Greco-Roman and Jewish context.
 - *Assessment:* Quizzes #1-5
2. Use appropriate entry-level secondary resources for researching the New Testament.
 - *Assessment:* Research and Reflection Paper
3. Identify and explain key terms and ideas in New Testament studies.
 - *Assessment:* Quizzes #1-5, Research and Reflection Paper, Lecture Discussion Paragraphs

4. Apply New Testament teachings to contemporary issues.
 - *Assessment:* Research and Reflection Paper, Lecture Discussion Paragraphs

Course Work

Required Readings

Bible

Reading Package. PDF files are on Populi under the “Files” tab

Powell, Mark Allen. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Second Edition. Grand Rapids Michigan: Baker Academic, 2018. (ISBN 9780801099601)

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Research and Reflection Paper.* This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: “What Goes in My Portfolio” for further information.

1) *Research and Reflection Paper.*

Using your Bible, course textbook, and three additional approved sources, you will research and produce a report on an approved passage or topic of your choice. If you have not taken Bible Study Methods yet, it is recommended that you choose a topic rather than a passage. **Submit passage or topic by Sept 20th, 11:59pm.** Once you have an approved passage or topic you should proceed to review appropriate secondary resources. The professor will help you to choose the genres you should study (for topical papers) at this point. After that, review secondary literature and your Bible, and **submit a thesis statement by Oct 4th, 11:59pm.** For those working with a particular passage, write an exegesis (6 pages) following the principles laid out in Bible Study Methods. For those doing a topical paper, you will compare and contrast at least 3 passages and track how the concept has evolved throughout the New Testament (6 pages). In the final portion of your paper (2 pages) you should identify how this topic or passage relates to contemporary issues. The research paper will assess your ability to select an appropriate research topic; discern relevant supporting sources; evaluate primary and secondary source information; identify and explain key issues within the topic; communicate coherently, clearly, and using appropriate formatting conventions; and communicate how the Bible relates to contemporary issues (see Learning Outcomes #2, #3, and #4). Construct your paper according to guidelines in the Horizon Format Guide. Remember, this paper will be a part of your Portfolio and will allow you to prove achievement of the learning outcomes.

- Related learning outcome(s): #2, #3, and #4.
- **Submit Passage or Topic:** September 20
- **Submit Thesis Statement:** October 4

- **Assignment Length:** 8 pages. **Due date:** December 6, 2020.

2) *Lecture Discussion Paragraphs.*

These assignments will answer specific questions given by the instructor and will be based on the lecture videos. The questions can be found under the Populi tab *Assignments* “Lecture Discussion 1” etc. The answers the students compose will help them to situate New Testament key terms and teachings in contemporary issues. This will help the student to build **Biblical and Theological Literacy**.

- Related learning outcome: #3 and #4.
- **Assignment Length:** 300 words. **Due dates:** Sept 27, Oct 11, Oct 25, Nov 8, Dec 14.

3) *Quizzes.*

Students will take 5 Quizzes on Populi. *Resubmissions for tests take place immediately.* If you do not initially meet the competency requirements for of a test (minimum 70%), to meet the requirements you have 24 hours to submit a short answer (50-100 words) for *every question* that you got wrong on the test as a Word document on Populi. Resubmissions will allow you to meet competency expectations, but not to exceed expectations.

Quiz #1

This quiz will test your familiarity with the world of the NT.

[Powell Test 1 - NT Writings \(ch. 1,2,3\)](#)

- Related learning outcome(s): #1 and #3.
- **Assignment Length:** N/A. **Due date:** September 27, 2020.

Quiz #2

This quiz will test your familiarity with Jesus and the Gospels.

[Powell Test 2 - Jesus and the Gospels \(chs 4-9\)](#)

- Related learning outcome(s): #1 and #3.
- **Assignment Length:** N/A. **Due date:** October 11, 2020.

Quiz #3

This quiz will test your familiarity with Paul, part 1.

[Powell Test 3 - Paul and His Letters \(1\) \(chs 10-17\)](#)

- Related learning outcome(s): #1 and #3.
- **Assignment Length:** N/A. **Due date:** October 25, 2020.

Quiz #4

This quiz will test your familiarity with Paul, part 2.

[Powell Test 4 - Paul and His Letters \(2\) \(chs 18-23\)](#)

- Related learning outcome(s): #1 and #3.
- **Assignment Length:** N/A. **Due date:** November 8, 2020.

Quiz #5

This quiz will test your familiarity with Hebrews through Revelation.

[Powell Test 5 - Hebrews-Revelation \(chs 24-30\)](#)

- Related learning outcome(s): #1 and #3.

- **Assignment Length:** N/A. **Due date:** December 14, 2020.

Estimate of Time Investment (individual time investments may vary)

Readings	30-40 hrs	N/A
Online Lectures	20 hrs	N/A
Research and Reflection Paper	30hrs	Dec 6
Lecture Discussion Paragraphs	5 hrs	Sept 27, Oct 11, 25, Nov 8, Dec 14
Quizzes	5 hrs	Sept 27, Oct 11, 25, Nov 8, Dec 14
Total =		90-100 hrs

Assessment Rubrics

Assessment rubrics for the assignments will be distributed on Populi throughout the course. They will be available on Populi under the Lesson “B115 DE Assessment Rubrics.”

Course Outline / Class Schedule

- *Any required revisions will take place throughout the course since there is no “revision week” for DE courses.*

Dates	Readings	Lecture Videos	Assignments
Sept 14-Sept 27	Powell Ch 1,2,3 Lane pdf Lewis pdf	B115 Classes 1-3	Submit Passage or Topic due Sept 20 Lecture Discussion 1 due Sept 27 Quiz 1 due Sept 27
Sept 28-Oct 11	Powell Ch 4-9 Ehrman Reading pdf	B115 Classes 4-5, 7	Submit Thesis due Oct 4 Lecture Discussion 2 due Oct 11 Quiz 2 due Oct 11
Oct 12-Oct 25	Powell Ch 10-17 Wisdom of Solomon pdf	B115 Classes 8-10	Lecture Discussion 3 due Oct 25 Quiz 3 due Oct 25
Oct 26 – Nov 8	Powell Ch 18-23	B115 Classes 11-14	Lecture Discussion 4 due Nov 8 Quiz 4 due Nov 8
Nov 9 – Nov 22	Enrich Article pdf	B115 Classes 15-17	Work on Essay
Nov 23- Dec 6		B115 Classes 18-19	Research Paper due Dec 6th
Dec 7- Dec 18	Powell Ch 24-30	B115 Classes 20	Lecture Discussion 5 due Dec 14 Quiz 5 due Dec 14 Revisions due TBD

- No resubmission of assignments will be accepted after December 18, 2020.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting		B+	3.3	77-79
			B	3.0	73-76

		Student met competency requirements for all learning outcomes and may have exceeded in one.	B-	2.7	70-72
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Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the

course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

NT Introductions and Theologies

Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New*

- Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.
- Boring, M. Eugene. *An Introduction to the New Testament: History, Literature, Theology*. Louisville: Westminster John Knox Press, 2012.
- Burge, Gary M., Lynn H. Cohick and Gene L. Green, *The New Testament in Antiquity: A Survey of the New Testament within Its Cultural Contexts*. Grand Rapids: Zondervan, 2009.
- Brown, Raymond E. *An Introduction to the New Testament*. NY: Doubleday, 1997.
- Caird, G.B. and L.D. Hurst, *New Testament Theology*. Toronto: Oxford University Press, 1994.
- Carson, D.A. and Douglas J. Moo, *An Introduction to the New Testament*, 2nd ed. Grand Rapids: Zondervan, 2005.
- Dunn, James D.G. *New Testament Theology: An Introduction*. Nashville: Abingdon, 2009.
- Dunn, James D.G., ed. *New Testament Theology* monograph series. Cambridge: Cambridge University Press, 1991-2003.
- Ehrman, Bart D. *The New Testament: A Historical Introduction*, 5th ed. Toronto: Oxford University Press, 2011.
- Green, Joel B. and Lee Martin McDonald, eds., *The World of the New Testament: Cultural, Social, and Historical Contexts*. Grand Rapids, MI: Baker, 2013.
- Guthrie, Donald. *New Testament Introduction*, rev. ed. Downers Grove: InterVarsity Press, 1990.
- Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*, rev. ed. Minneapolis: Fortress Press, 2002.
- Kee, Howard Clark. *The Beginnings of Christianity: An Introduction to the New Testament* (NY: T&T Clark, 2005).
- Kümmel, Georg Werner. *Introduction to the New Testament*. Trans. Howard Clark Kee Nashville: Abingdon Press, 1996.
- Ladd, George Eldon. *A Theology of the New Testament*, rev. ed. Grand Rapids: Eerdmans, 1993.
- Matera, Frank J. *New Testament Theology: Exploring Diversity and Unity*. Louisville: Westminster John Knox, 2007.
- Morris, Leon. *New Testament Theology*. Grand Rapids: Zondervan, 2011.
- Perkins, Pheme. *Reading the New Testament: An Introduction*, 3rd ed. Mahweh: Paulist Press, 2012.
- Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids: Baker Academic, 2009.
- Witherington III, Ben. *Invitation to the New Testament: First Things*. Toronto: Oxford University Press, 2012.

Commentary Series

Although commentaries must be assessed on an individual basis, the editorial intentions of certain series make it possible to comment on their general suitability for academic writing. The following is not an exhaustive list.

- *Anchor Bible Commentaries*. Semi-technical; original languages transliterated; both academically rigorous and sensitive to intelligent non-specialists.
- *Baker Exegetical Commentary on the New Testament*. Semi-technical recent Evangelical

series; transliterated Greek.

- *Black's New Testament Commentaries*. Semi-technical; transliterated Greek; less rigorous than the *Anchor Bible*.
- *Hermeneia*. Technical; original languages. Don't be fooled by its small size – this assumes much background knowledge of its readers. Always read the footnotes.
- *International Critical Commentaries*. Technical; knowledge of original languages will help.
- *Interpretation*. Non-technical; aimed at pastors and non-specialists, it deals usefully but generically with current critical issues; does not necessarily comment specifically on every verse.
- *The IVP Commentary Series*. Non-technical, by Evangelical scholars. (Published also as *Tyndale Old Testament Commentaries* and *The Bible Speaks Today* series.)
- *The New American Commentary*. Semi-technical Evangelical series; original languages in footnotes.
- *New Century Bible*. Non-technical; written by critical scholars and aimed at lay readers.
- *New International Commentary on the Old Testament/ New International Commentary on the New Testament*. Semi-technical; knowledge of original languages will help, but is unnecessary. This series is updating its publications, so there are often two independent commentaries for a given biblical book.
- *New International Biblical Commentary*. Non-technical Evangelical series; reasonable overview of issues.
- *New International Greek Testament Commentaries*. Technical; assumes some knowledge of Greek.
- *New Interpreter's Bible*. A Bible commentary in 12 volumes. Non-technical, by first-rate scholars.
- *The NIV Application Commentary*. Non-technical Evangelical series. Mixed quality.
- *The Old Testament Library*. Semi-technical critical series; languages transliterated.
- *Sacra-Pagina*. Semi-technical; Roman Catholic series; critical but sensitive to the non-specialist.
- *Word Biblical Commentaries*. Technical; original languages; offers verse-by-verse exegesis and a separate explanation section.

Articles

Commentaries work systematically through an entire book of the Bible; articles, on the other hand, speak to specific subjects or problems arising from the biblical text. The best way to access articles is through the ATLAS online database, available through our library website. See tutorials here:

- <http://www.youtube.com/watch?v=iqcGs28aVuI>
- <http://www.youtube.com/watch?v=WPNMHmtwrBY>

Monographs

Often, authors commit an entire book-length study to specific issues in the biblical text. These monographs are usually shelved generally in the section where commentaries are found.

Bible Dictionaries

Bible dictionaries give brief articles with succinct information on key topics in biblical studies.

- *Anchor Bible Dictionary*. 6 vols. (NY: Doubleday, 1992)
- *Dictionary of New Testament Background* (InterVarsity Press, 2000).
- *Dictionary of Jesus and the Gospels* (InterVarsity Press, 1992).
- *Dictionary of Paul and His Letters* (InterVarsity Press, 1993).
- *Dictionary of the Later New Testament and Its Development* (InterVarsity Press, 2000).
- *The International Standard Bible Encyclopedia. Revised ed.* 4 vols.
- *The IVP Bible Background Commentary: New Testament* (InterVarsity Press, 1994).

Words

The New Testament is composed of words. Sometimes, your argument may depend upon the particular nuance of a given word. The following resources give explanations for most prominent words in the NT; most require some knowledge of Greek:

- *Exegetical Dictionary of the New Testament*. 3 vols.
- *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd edition (2000).
- *New International Dictionary of New Testament Theology, Revised edition*. 4 vols. (*This dictionary lists terms in English; Greek words can be looked up in the index).
- *Theological Dictionary of the New Testament/ Theological Dictionary of the Old Testament*.

Libraries

In addition to our own STU libraries, you can find resources at the UofS libraries:

<http://sundog.usask.ca/>