TYNDALE UNIVERSITY

# TYNDALE SEMINARY
## COURSE SYLLABUS

*"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."*

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| **Semester, Year** | WINTER, 2027 |
| **Course Title** | **NEW TESTAMENT THEOLOGY & HISTORY** |
| **Course Code** | **NEWT CM05 XA** |
| **Date**<br><br>**Delivery Format** | From January 12, 2027 to April 6, 2027<br>**Every Tuesday**<br><br>ASYNCHRONOUS ONLINE |
| **Class information** | This course is web-based asynchronous with no fixed class time |
| **Instructor**<br><br>**Contact Information** | **DR. YAN MA, PhD**<br><br>Email: yma.ccst@tyndale.ca |
| **Office Hours** | You are welcome to post questions in the relevant online forums. For issues that require more direct communication, we would be happy to correspond via email. |
| **Course Materials** | Access course material at classes.tyndale.ca or other services at Tyndale One.<br>Course emails will be sent to your @MyTyndale.ca e-mail account only. |

## I. COURSE DESCRIPTION

A study of the background contents of the New Testament with a view to placing the books in their historical setting. An introduction to critical methodology, New Testament theology and the contents of representative books. 本課程研讀新約聖經歷史背景與內容，同時介紹研經之批判法，新約神學，並分析其中一些書卷以作示範。

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Summarize New Testament history and historiography based on a critical analysis of the NT writing of Luke-Acts.

2. Demonstrate a coherent understanding of New Testament political, cultural and religious history, including its major characters, thoughts, movements, and literature.
3. Analyze major New Testament theological themes including the death and resurrection of Jesus, salvation by grace, and selected topics of Pauline theology.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Marshall, I. Howard. *New Testament Theology: Many Witnesses, One Gospel.* Downers Grove, IL: IVP, 2004. 馬歇爾著，潘秋松、林秀娟、蔡蓓譯。《馬歇爾新約神學》。South Pasadena: 麥種，2006, Chaps. 1, 5, 6, 8–19, 31.

Wright, N. T. *The New Testament and the People of God.* London: SPCK, 1992. 賴特著，左心泰譯。《新約與神的子民》。台北：校園，2013, Chaps. 1, 6–10.

黃錫木、孫寶玲、張略合**著**。《新約歷史與宗教文化導論》。香港；基道， 2002。
Wong, Simon. *New Testament History and Religious Milieu.* Hong Kong: Logos, 2002.

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

See Selected Bibliography

Tyndale recommends **STEPBible** – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

### C. ASSIGNMENTS AND GRADING

**A penalty of 1% per day will be applied to all late assignments**

1. **Readings and Group Discussion (10%):**
   - Students are required to complete the weekly reading before each class.
   - Students are expected to attend the group discussion for 20 minutes in each class and to make contributions to the understanding of the topics. Students' comments and questions should reflect a thorough and thoughtful reading of the materials.
   - Learning outcomes 1, 2, 3

2. **Role Playing (20%):**
    - Each of the two or three students will form a group for role playing. Each group will choose a historical topic in this course and will demonstrate how to teach the topic in an adult Sunday school class through role playing for 30 minutes in class. All students in each group need to actively participate in role playing.
    - A list of historical topics will be provided by the instructor on **Jan 12**. Role playing will be performed on **Feb 23, Mar 2**.
    - Learning outcomes 1, 2

3. **Book Report (20%):**
    - Each student will write a book report of ***The New Testament and the People of God*** for approximately 3,000 words. The book report should both summarize and assess the argument of the author.
    - The book report is due in .pdf form at **11:59 p.m., Mar 16.**
    - Learning outcomes 1, 2

4. **Proposal Presentation (10%):**
    - Students will present their proposals for the research paper for 10 minutes in class and lead the class discussion for another 10 minutes.
    - The proposals will be presented on **Mar 30, Apr 6**.
    - Learning outcomes 2, 3

5. **Research Paper (40%):**
    - Each student will write a research paper that analyzes the issues and relevance of a theological topic in this course for approximately 5,000 words. As an academic paper, it should have a clear and well-defined thesis statement that is defended throughout the paper.
    - A list of theological topics will be provided by the instructor on **Jan 19**. The research paper is due in .pdf form at **11:59 p.m., Apr 13**.
    - Learning outcomes 2, 3

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

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|---|---|
| Readings and Group Discussion | 10 % |
| Role Playing | 20 % |
| Book Report | 20 % |
| Proposal Presentation | 10% |
| Research Paper | 40% |
| Total | 100 % |

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

| Date | Reading Before Class | Content | Assignment |
|---|---|---|---|
| 1/12 | 《導論》1, 2 | 課程簡介 | Role Playing Topic |
| 1/19 | 《導論》3, 4 | 古典/兩約之間歷史 | Research Paper Topic |
| 1/26 | 《導論》5 | 新約歷史/宗教文化 | |
| 2/2 | 《子民》1, 6 | 猶太人基本信念 | |
| 2/9 | 《子民》7, 8 | 第一世紀猶太教 | |
| 2/16 | Reading Day | | |
| 2/23 | 《子民》9, 10 | 第一世紀猶太教 | Role Playing |
| 3/2 | 《神學》1, 31 | 新約神學 | Role Playing |
| 3/9 | 《神學》5, 6, 8 | 新約神學 | |

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|---|---|---|---|
| 3/16 | 《神學》9, 10, 11 | 使徒保羅 | Book Report |
| 3/23 | 《神學》12, 13, 14 | 保羅的宣教工作 | |
| 3/30 | 《神學》15, 16, 17 | 保羅書信的神學 | Proposal Presentations |
| 4/6 | 《神學》18, 19 | 保羅書信的神學 | Proposal Presentations |
| 4/13 | | | Research Paper |

**V. SELECTED BIBLIOGRAPHY**

Selected Bibliography will be provided in the first class.

**VI. GENERAL REQUIREMENTS FOR ALL COURSES**

**A. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

**B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)**

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

**C. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

## D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

**Research Ethics**
All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

**Late Papers and Extensions Policy**
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

## E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

**F. LIBRARY RESOURCES**

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

**G. GRADING SYSTEM & SCALE**

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.