Course Syllabus

FALL 2018
NEW TESTAMENT THEOLOGY AND HISTORY
NEWT 0522

SEP 10 TO DEC 3, 2018
MONDAYS, 8:15 AM to 11:05 AM

INSTRUCTOR: DUNCAN REID, MDiv, PhD
Phone: 647 349 9451
Email: dreid@tyndale.ca
Address: 6 Pipestone Place, Etobicoke, Ontario, M9W 3V4
Office Hours (room C 308): by appointment

Access course material at http://classes.tyndale.ca/
Course emails will be sent to your @MyTyndale.ca e-mail account only.
Learn how to access and forward emails to your personal account.

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.

I. COURSE DESCRIPTION

A study of the New Testament focusing on its over-arching vision of God’s mission in the world and how human beings are called to respond. Each book will be placed in its cultural and historical setting as we focus on its distinctive contribution to the New Testament. Along the way students will be introduced to critical methods for studying the New Testament and will reflect on how we can integrate scholarly perspectives with a conviction that the New Testament is the Word of God.

Recommended Prerequisites: BIBL 0501

II. LEARNING OUTCOMES
By actively participating in weekly lectures and class discussion, writing a book review, developing a written bible study according to specified criteria, formulating a valid research question and developing a formal research paper, students should be able to:

1. Explain the significance of composition, canonization and historicity of the New Testament in relation to the doctrine of scripture;
2. Understand more about the historical context of the New Testament;
3. Outline issues related to the historical Jesus, the early church, and its literature;
4. Grasp a general outline of the life of Paul, his letters and theology;
5. Investigate and discuss individual new testament books to understand their historical background, literary features, themes and contemporary significance;
6. Reflect upon the method and content of New Testament theology, including such matters as theological unity and diversity, the relationship of the New Testament to the Old, and tracing theological themes of individual books and the New Testament as a whole, and
7. Reflect upon the relevance of the New Testament to the contemporary life and mission of individual Christians and the church as a whole.

III. COURSE REQUIREMENTS

A. REQUIRED READING AND TOOLS


New Testament text. While it is advisable to consult with more than one translation, your primary text can be any modern translation except paraphrases.

B. SUPPLEMENTARY / RECOMMENDED READING:


Tyndale recommends [www.stepbible.com](http://www.stepbible.com) – a free and reputable online resource developed by Tyndale House (Cambridge University) – 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](http://www.stepbible.com).
C. ASSIGNMENTS AND GRADING
Each student will be evaluated on the basis of the following four assignments (percentage of course grade in brackets). In addition to providing an opportunity to practice basic research skills these assignments are intended to consolidate in-class learning and facilitate critical reflection on various issues pertaining to the study of the New Testament. While a brief description of each assignment is provided below, further instructions will be provided in class.

1. Book Review: Due Mon Oct 1, 2018 (20%)
Each student is required to write a critical reflection on the following book:


As you prepare for and write your critical reflection paper you will need to pay attention to the following guidelines:

- **General**: It will be necessary for you to either purchase or borrow the book and read it in its entirety. Highlight or makes notes (summary) as you go so that you can readily recall what is needed for writing your reflection paper. It is often helpful to re-read (or at least re-read your highlights) in order to make sure you fully understand what the author is saying.

- **Length and style**: Your paper should be 3 to 5 pages in length (maximum 5 pages, 12 point font double-spaced). The full bibliographic information for your chosen book should be given up front in the first sentence (or in your title page). When citing the book thereafter simply cite page numbers as ‘in-text citations’ in parenthesis: e.g. (p. 56). If you wish to cite some other author then include the full reference within your text (or in brackets). There should be no need for any footnotes. For other general matters of style (organization, clarity, spelling, grammar etc.) please see general comments below on style.

- **Part One**: The first part of your paper should provide a summary of the key ideas in the book and should take up a maximum of fifty percent of your paper. Your goal here is to describe the general audience and intent of the book, its primary thesis/theses and big ideas. It is most important that you separate out primary ideas from secondary ones and seek to represent the author as accurately as possible in what they are seeking to do and say. You need to give a sense of the structure of the part (e.g. major ‘parts’ and number of chapters etc.). Often this will involve giving a brief summary (1-3 lines or perhaps more) for each chapter depending on how much space you have.

- **Part two**: In this latter section (minimum fifty percent of your paper) you need to interact with the ideas in the book by commenting on what you consider to be both their strengths and weaknesses. While it is acceptable to comment on specific details that are peripheral to the books main ideas, try to include at least some comments on those ideas that you have identified in part one of your paper. As you provide critical reflection (both positive and negative) on the ideas in the book try to provide reasons for your comments. This is not a place to expound your own theories but to add some brief reasoning for your responses (beyond merely your subjective comments or
personal bias) to the book’s ideas in order to help strengthen the value of your critique. While your primary focus should be on the ideas and content of the book, it is also quite appropriate to comment on such matters as style, layout, organization, clarity of communication, bibliographic information and additional resources.

- **Conclusion:** At the end of part two draw your paper to a clear conclusion by commenting upon the usefulness of the book for yourself and others as a resource for personal growth and ministry. Here you need to consider whether or not the author has accomplished what he or she set out to do in relation to the audience that he or she had in mind (note that some author’s state such aims explicitly while in other books it is more implicit or may even be absent and confusing as a result).

- **Note:** the review should be written as if it will be read by someone who knows nothing about the book. It will not only provide them with a clear sense of the content but will also enable to have an opinion about strengths and weaknesses of the book and whether or not it is worth their while to read it.

Taking into account the above guidelines this book review will be will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>A concise summary of the book that demonstrates a clear understanding of its structure/content and key ideas in a manner that enables the reader to grasp the essence of the book. Summary does not exceed 50% of the review. Insightful critical engagement with the book that clearly identifies a few strengths and weaknesses by drawing on broader theological and biblical knowledge. Critique is appropriate and fair in relation to the overall nature, content, and purpose of the book. Provides clear and appropriate concluding statement about the value of the book based on the summary and critique. Written in a clear and concise manner with minimal grammatical/stylistic mistakes.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>A clear summary of the book that demonstrates an understanding of its structure/content and key ideas in a manner that enables the reader to grasp the essence of the book. Summary does not exceed 50% of the review. Critical engagement with the book that identifies a few strengths and weaknesses in relation to its overall purpose and content. Provides an appropriate concluding statement about the value of the book based on the summary and critique. Clearly written with relatively few grammatical/stylistic mistakes.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>A reasonable summary of the book that demonstrates a fair understanding of its structure/content and key ideas but may be missing key information and lacking clarity. Summary possibly exceeds 50% of the review. Makes a reasonable attempt at identifying strengths and weaknesses in relation to the overall purpose and content of the book. Provides an appropriate concluding statement about the value of the book. May lack clarity of expression and contains several grammatical/stylistic mistakes.</td>
</tr>
</tbody>
</table>
Summary of the book may pick up some key ideas but overall does a poor job of reflecting the overall structure/content and key ideas. Summary exceeds 50% of the review. Makes an attempt at identifying strengths and weaknesses in relation to the overall purpose and content of the book but may lack in clarity, relevance or substance. Fails to provide an appropriate conclusion. Poorly written with multiple grammatical/stylistic mistakes.

Fails to submit review or review fails to demonstrate knowledge of content in the book and does not provide a relevant critique or conclusion.

2. Biblical Book Study: Due Mon Oct 29, 2018 (30%)

Each student is required to write an introductory paper on a New Testament book of their choosing. Once you have selected your book then proceed according to the following guidelines:

- **Inductive study**: Begin by reading the book through at least once or twice (several times if smaller) and making observations. It is recommended that you photocopy the book and read it with highlighter and/or pen and pencil in hand, making notes and markings as you go. Try to observe how the book is structured along with key themes or ideas (e.g. repeated ideas and phrases). Look for internal clues to such matters as author, intended audience, intent and purpose. Make note of any questions you have that might require further research of thought (e.g. background information, confusing and unclear passages, etc.)

- **Secondary sources**: Once you have completed your initial inductive study then you should consult secondary literature that discusses introductory questions in relation to your chosen NT book. These readings should help to challenge or strengthen your own inductive observations as well as provide information and provoke questions that you had not otherwise thought about. As you read these various resources pay attention to where there are uncertainties or significant differences of opinion and whether there is a majority opinion among scholars. You may wish to side with a particular opinion or withhold judgment until you can do further research but you are expected to make note of such issues in your paper. You are free to use as many secondary sources as you like without limitations as to the nature or date of such sources. As a basic minimum, however, you must consult at least five different types of secondary sources *(dated no earlier than 1980)* from the following list: scholarly journal articles; New Testament Introductions; New Testament Theologies; Commentaries (introductory section); articles in Bible Dictionaries or Encyclopedias; articles in edited books; books.

- **Paper content**: As you write your paper you need to set out your research in a clear and concise manner according to the following categories (use sectional headings):
  a) **Historical and literary background**: in this section you will want to consider such issues as dating, authorship, intended audience, geographical location and setting (of audience and author). You may also pay attention to the general historical and religious setting (e.g. Judaism in first century Palestine) relevant to your chosen book. Finally, make note of important discussion about sources and literary
relationships (e.g. relationship of Synoptic Gospels to one another; relationship of 2 Peter to Jude; or relationship of James to traditions about Jesus).

b) Identification of genre and Structural outline: identify and briefly discuss the major literary genre of your book: e.g. different types of letters, biography, history, apocalypse etc. (you will likely need to rely on secondary literature here). Make note of any differing scholarly opinions along with any majority opinion and the reasons for it. State your own preference in terms of genre and your reasons for it. Identify and briefly discuss the major structural divisions in the book once again noting any significant differences of opinion among scholars. Indicate which structural breakdown you prefer and give your reasons (i.e. identify the structural clues in the book itself). Your conclusions should be based on your own observations as well as discussions in secondary literature. As you proceed with the remainder of the paper try to incorporate your insights into genre and structure especially into your discussion of themes and application.

- Note: you may wish to provide an actual outline (typical point form outline as found in most commentaries) of your chosen book to supplement your discussion. This is recommended but not required. If your book is longer I suggest you attach it as an appendix (which will not be included in your page count). It should be noted, however, such an outline is not a substitute for your discussion which should focus on explaining why you chose the structure you did.

c) Key theological motifs or themes: in this section of your paper you should identify the key theological motifs or themes in your chosen book. This should be based upon your own observations along with your reading in the secondary literature. Each theme should be stated in a clear and concise but complete single sentence (e.g. ‘It is necessary to have faith in Jesus as the Christ if you are to live life to the full’) and not simply given as an idea or heading (e.g. ‘faith’). Each theme should be stated and then discussed (1-2 paragraphs). Your discussion should indicate clearly what you mean by the theme (flesh out and explain yourself) and why you chose it as a major theme for the book. In the case of the latter you need to provide evidence from the text itself that indicates your theme to be of major importance (e.g. repetition in various contexts; significant chunk of text given over to it etc.).

d) Critical issues requiring further research: in this section you need to identify any outstanding questions that may have arisen from your research (either in our inductive study or reading of secondary literature) and that you did not have time within the scope of this paper to fully research. They can be questions of general interest but can also be matters that potentially impact upon your interpretation of the book. Briefly indicate how researching the answer to your questions would potentially be helpful to you.

e) Ideas for contemporary appropriation/application: This final section of your paper should identify how this book has relevance in the contemporary church. You should identify how it is relevant in relation to your own personal life as well as your ministry and church life in general. Try to bring together the horizons of the book (in its first century context) with the 21st century church. Your ideas for contemporary appropriation/application should flow directly out of your study in
the previous 4 steps and especially the theological motifs/themes identified above. This is not a place to introduce some new theme or pick up on some obscure section or verse in the book. Rather you need to reflect on your own identified (major) themes and think through some implications of them in the present. Try to be both creative and specific while also remaining true to the general thrust of the book.

- **Paper style**: This paper should be 6-8 pages in length but not exceeding 8 pages (not including title page or bibliography). It should follow the general guidelines for submission of written work as outlined below (e.g. font, spacing, clarity, spelling, grammar etc.) and should include both footnotes (not endnotes) and a bibliography according to appropriate style (e.g. make sure to distinguish author and editor in dictionary articles).

- **General writing guidelines (some suggestions)**: as you write you will need to decide how much space to give over to specific sections in your paper. This will vary depending on the particular kind of book you choose and the amount of discussion given over to particular issues. For example authorship is hotly debated and/or uncertain in books like Hebrews, James, and 2 Peter but is not a significant point of discussion in Romans or Corinthians. This would therefore result in significantly different amounts of space given over authorship in each of these instances. You will need to gauge this based on your research. As a general rule, however, a significant portion of your paper should be taken up with sections (c) and (e) on themes/motifs and contemporary application/appropriation. On the other hand section (d) on critical issues for further research should be brief.

Taking into account the above guidelines this biblical book study will be will be graded according to the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Research</th>
<th>Presentation of ideas</th>
<th>Organization</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Evidence of careful inductive study and good use of up to date and good quality secondary sources that go beyond the minimal five and include divergent viewpoints.</td>
<td>Ideas presented clearly and where possible backed up by research. Weighs different opinions of secondary sources and presents most convincing conclusions with integration of your own ideas.</td>
<td>Paper is clearly organized according to the five content areas (appropriately weighted for your chosen book). Applications are specific, creative, relevant, and flow directly out of identified themes.</td>
<td>Clear and articulate prose with minimal grammatical/stylistic mistakes. There is integration across the five main content areas along with clear (brief) introduction and conclusion. Documentation of secondary sources is clear, consistent, and full.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Strengths</td>
<td>Weaknesses</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-----------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>B</td>
<td>Evidence of careful inductive study and appropriate use of at least five secondary sources of good quality.</td>
<td>Ideas presented clearly and based on secondary sources integrated with you own ideas/findings.</td>
<td>Paper is clearly organized according to five content areas with specific and relevant applications related to identified themes.</td>
<td>Clear prose with relatively few grammatical/stylistic mistakes. Contains (brief) introduction and conclusion. Clear documentation of secondary sources.</td>
</tr>
<tr>
<td>C</td>
<td>Evidence of inductive study but lacking in depth. Uses appropriate number of secondary sources but one of questionable quality or date.</td>
<td>Ideas are presented on the basis of secondary sources and inductive findings but may be incomplete, lacking clarity, or lacking in depth of insight.</td>
<td>Paper addresses issues in five content areas but lacks clear organization or appropriate balance of content. Applications are not clearly linked to identified themes.</td>
<td>Generally clear prose but with several grammatical and stylistic mistakes. Has introduction and conclusion. Documentation of sources is not always clear, complete or consistent.</td>
</tr>
<tr>
<td>D</td>
<td>Little or no evidence of inductive study. Secondary sources are poor quality and less than minimal requirement of five.</td>
<td>Ideas are presented but without clarity and not obviously based on research.</td>
<td>Paper lacks organization and fails to address one of the required content areas. Applications are missing and/or lack relevance as well as being unconnected to themes.</td>
<td>Paper is poorly written with multiple grammatical and stylistic errors. Lacks appropriate introduction and/or conclusion. Documentation of secondary sources is inadequate and/or lacking.</td>
</tr>
<tr>
<td>F</td>
<td>Lacks any evidence inductive study or use of any relevant secondary sources.</td>
<td>Failure to present any clear ideas based on research.</td>
<td>Paper lacks organization and fails to address three or more of the content areas.</td>
<td>Paper is poorly written with multiple grammatical and stylistic errors. Lacks appropriate introduction and conclusion. Documentation of</td>
</tr>
</tbody>
</table>
3. Research Paper: Due on Dec 3, 2018 (40%)

Each student will select one research topic from the list below (alternative topics may be approved by the instructor) and will write an academic paper related to that topic according to the following guidelines:

- **Research topics**: the New Testament doctrine of scripture or canonization; the Jesus seminar and/or historical Jesus research; the death of Jesus; the resurrection of Jesus; apocalyptic literature and its value for studying the New Testament; the theology of Paul; Paul’s understanding of the Old Testament law in relation to Christians; the use of the Old Testament in the New; the value of New Testament critical methodology as used by modern biblical scholars (e.g. redaction criticism; source criticism; literary criticism, rhetorical criticism, etc.); the study of Jewish or Greco-Roman background in relation to interpretation of the New Testament; the ‘new perspective’ on Paul; pseudepigraphy in the New Testament; various theological themes or New Testament theology in general.

- **Research Question**: Students will be expected to prepare a research paper in which they summarize and interact with some aspect of their chosen topic. *You must first formulate a research question that you intend to answer in your paper.* It is recommended (but not required) that you get input from the instructor when formulating your research question. The research question will be key to giving your paper a specific focus. You will then need to research potential answers to your question in secondary literature (e.g., bible dictionaries; commentaries; NT Introductions; scholarly articles and books etc.) as well as the New Testament itself. The results of your research should demonstrate your ability to interact with and synthesize ideas found in various secondary sources along with your own ideas.

- **Secondary literature**: depending on the nature of the sources you read (e.g., an entire book versus a short article) you should include at least 5 to 10 secondary sources (in addition to the course texts). Work hard to understand and represent the authors accurately while bringing their ideas into constructive dialogue with one another and with your own ideas. Avoid unthinking reliance upon authors you like or agree with and overly quick dismissal of authors you disagree with. You should cite all sources appropriately in footnotes (not endnotes) and provide a full bibliography at the end of your paper.

- **Style and general approach**: this paper should be 8-10 pages in length but not exceeding 10 pages (excluding title page and bibliography). It should follow the general guidelines below (font, spacing, spelling, grammar etc.) and should be clearly structured with the following sections: (1) an introduction (identify your research question, why it is important and how you intend to address it); (2) body (present your research in a clear and organized fashion – it is often helpful to use sectional headings to organize and clarify your thoughts); (3) and conclusion (draw clear conclusions to your research question based on your findings presented in the body of the paper). What matters most is that you organize and clearly present your research and ideas.
In a paper that discusses differing opinions this does not mean drawing conclusions where there is insufficient evidence. It is possible, for example, that you are unable to decide between two or more options. In this case you need to clearly show the strengths and weaknesses of each option and why you think ambiguity remains. You may give suggestions for further research that would help gain more insight.

Each paper will be graded according to the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Research</th>
<th>Argumentation</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Provides clearly articulated research question and demonstrates why this question deserves attention. Provides evidence of in-depth research from a variety of secondary (and possibly primary) sources representing a cross section of views on the subject matter at hand. Goes beyond the minimum requirement of 5-10 secondary sources.</td>
<td>Presents research in a manner that succinctly, clearly and even-handedly summarizes the views of others. Demonstrates appreciation of the complexity of the issues while drawing clear conclusions based on a balanced appraisal of the evidence that identifies both the weaknesses and strengths of various viewpoints.</td>
<td>Writes clearly, succinctly and persuasively in presenting research and conclusions directly related to the research question. Paper is well organized and avoids confusion, unnecessary details and repetition, or inefficient wording. Uses appropriate footnoting and bibliography format that demonstrates a well-rounded and careful use of the research materials. Almost free of stylistic and grammatical mistakes.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Provides a clearly articulated research question and shows evidence of well-rounded research that includes different perspectives on the issue at hand. Includes at least minimum of 5-10 secondary sources.</td>
<td>Presents research findings clearly and succinctly. Demonstrates ability to understand and critically evaluate differing viewpoints while drawing your own conclusions.</td>
<td>Writes clearly and persuasively in presenting conclusions. Organizes paper appropriately and utilizes proper footnoting and bibliographic style. Few stylistic and grammatical errors.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Research question is provided but lacks clarity or relevance. There is evidence of research but secondary sources are limited in number, quality, and/or relevance.</td>
<td>Presents research findings and draws out a conclusion but lacks clarity and/or does not deal adequately or even-handedly with research materials.</td>
<td>Writing may be lacking in clarity, persuasiveness or organization. Fails to consistently use appropriate footnoting and bibliographical style. Several stylistic and grammatical errors.</td>
</tr>
</tbody>
</table>
D | No clear evidence of research question. Some evidence of research but secondary sources are limited in number, quality and relevance. | Confusing or inadequate presentation of findings and conclusions. Failure to understand or interact with secondary sources. | Writing is unclear and poorly organized. Footnoting and bibliography are inadequate or missing. Multiple stylistic and grammatical errors. 

F | Either no paper submitted or paper lacks evidence of a research question and use of secondary sources. | Paper lacks any presentation of research findings or argumentation. | Paper is confusing and disorganized. No evidence of footnoting or bibliography. Stylistic and grammatical errors are multiple. 

4. **Personal Reflection and Assigned Reading**: Due on Dec 3, 2018 (10%)

Each student will write a 3-5 page reflection paper summarizing their personal learning during this course. This paper will pay attention to both academic and personal transformation as a result of engaging the lectures, course reading, book review, biblical books study, and/or research paper. You may chose to focus on one or several aspects of your learning.

On the **title page** of this paper each student should have a **statement indicating the percentage of assigned reading completed** during the course (estimate on a scale of 0-100%). This includes readings from Powell, Carter, and the New Testament.

This assignment will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Reflection Paper (5% of grade)</th>
<th>Assigned Reading (5% of grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Demonstrates clear, consistent, and creative ability to integrate course learnings into personal and ministry life. Clear, concise and well-written account in appropriate academic prose with few or no grammatical errors.</td>
</tr>
<tr>
<td>B</td>
<td>Demonstrates ability to integrate course learnings into personal and ministry life. Clear, concise and well-written account in appropriate academic prose with relatively few grammatical errors.</td>
</tr>
<tr>
<td>C</td>
<td>Demonstrates some ability to integrate course learnings into personal and ministry life. Lacks clarity and has more than acceptable amount of grammatical errors.</td>
</tr>
<tr>
<td>D</td>
<td>Demonstrates inability to integrate course learnings into personal and ministry life.</td>
</tr>
</tbody>
</table>
Lacks clarity and has unacceptable amount of grammatical errors.

F  Assignment is not completed or demonstrates complete failure to integrate course learnings into personal life and ministry.

No assigned reading completed

D. 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.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation will be based upon completion of the assignments (as outlined above):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Book Review</td>
<td>Oct 1</td>
<td>20%</td>
</tr>
<tr>
<td>2. Biblical Book Study</td>
<td>Oct 29</td>
<td>30%</td>
</tr>
<tr>
<td>3. Research Paper</td>
<td>Nov 26</td>
<td>40%</td>
</tr>
<tr>
<td>4. Course participation, Assigned Reading and Reflection Paper</td>
<td>Dec 3</td>
<td>10%</td>
</tr>
</tbody>
</table>

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Written assignments are due on the dates indicated above and should be type written, double-spaced, and in 12 point font. Each assignment should be emailed directly to the professor (to the address at the top of the syllabus) in Word or RTF format. The deadline for submission is midnight on the due date.

It is expected that written work will be submitted in a straightforward style of academic prose and should demonstrate clear organization, argument and coherent thought. It ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. Ensure that you have accurately and fully documented any secondary sources used in your paper (including footnotes and bibliography). If English grammar is challenging for you then you are expected to seek help (e.g. from the writing center: see www.tyndale.ca/writingcentre). Students are encouraged to consult writing resources.
For proper citation style, consult the Chicago-Style Quick Guide (Tyndale e-resource) or the full edition of the Chicago Manual of Style Online, especially ch. 14. For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254

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.

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. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Research Ethics
All course-based assignments involving human participants requires ethical review and approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

In addition to outlining lecture topics the following summary indicates the schedule of assigned readings (i.e. each reading should be completed by the date under which it is listed):

Session 1: Sep 10
Course Introduction and Syllabus
Reading: Powell 47-61 (15 pages) (chap 2)

Session 2: Sep 17
Lecture: The NT in its historical setting: an introduction to Jewish and Greco-Roman historical background for understanding the NT
Reading: Powell 15-45 (31 pages) (chap 1); NT Mark

Session 3: Sep 24
Lecture: Jesus and the Gospels: Historical Jesus, Gospel research and interpretation
Reading: Powell 63-101 (39 pages) (chaps 3-4); NT Matthew

Session 4: Oct 1
*Reminder: assignment # 1 is due (Book Review)*
Lecture: Jesus and the Gospels: Mark and Matthew
Reading: Powell 103-145; (43 pages) (chaps 5-6); Luke

October 8: No Class (Thanksgiving)

Session 5: Oct 15
Lecture: Gospel of John and the Johannine Letters
Reading: Powell 169-189 and 493-507 (36 pages) (chaps 8 + 27); Gospel of John and 1, 2, 3, John

Session 6: Oct 22
Lecture: From Jesus to the church: Luke and Acts
Reading: Powell 147-167 and 191-213 (44 pages) (chaps 7 + 9); NT Acts

Session 7: Oct 29
*Reminder: assignment #2 due (Biblical Book Study)*
Lecture: Paul and his letters: Letter writing, the life of Paul, his letters and theology;
Reading: Powell 215-253 and 415-425 (50 pages) (chaps 10 + 22); NT Philemon, Galatians

Session 8: Nov 5
Lecture: Paul and his letters: Galatians and Romans
Reading: Powell 255-271 and 307-321 (32 pages) (chaps 12 + 15); NT Romans

Session 9: Nov 12
Lecture: Paul and his letters: Corinthians and Philippians
Reading: Powell 273-291 and 343-355 (32 pages) (chaps 13 + 17); NT 1-2 Corinthians, Philippians

Session 10: Nov 19
Lecture: Other New Testament Writings: The Catholic Epistles (Hebrews and James)
Reading: Powell 427-461 (35 pages) (chaps 23 + 24); NT Hebrews, James

Session 11: Nov 26
*Reminder: assignment #3 due (Research Paper)*
Lecture: 1 Peter and Revelation
Reading: Powell 463-479 and 519-537 (36 pages) (chaps 25 + 29); NT 1 Peter and Revelation

Session 12: Dec 3
*Reminder: assignment #4 due (Assigned Reading and Reflection Paper)*
Lecture: Introduction to New Testament Theology; General course conclusion

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with e-journals and e-books. See the Library FAQ page.)

The following is a partial list of resources intended as a starting point of research on a number of issues pertaining to the New Testament. In addition to these more general works the library has multiple commentaries on each book of the New Testament. Commentaries will provide valuable background information on specific books. All these resources (along with the course text) contain a wealth of additional bibliography to aid research on more specific topics.

New Testament Introductions:


**Dictionaries:**


**New Testament Theology:**


**General References:**


**Jesus and the Gospels:**


VI. FINAL COMMENTS

This course seeks to provide a broad general introduction to the study of New Testament theology and history. In the interests of achieving the desired aims and goals it may be necessary to change some details in this syllabus.