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BS 505 Introduction to Biblical Studies: New Testament

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INTRODUCTION TO BIBLICAL STUDIES: NEW TESTAMENT

BS 505

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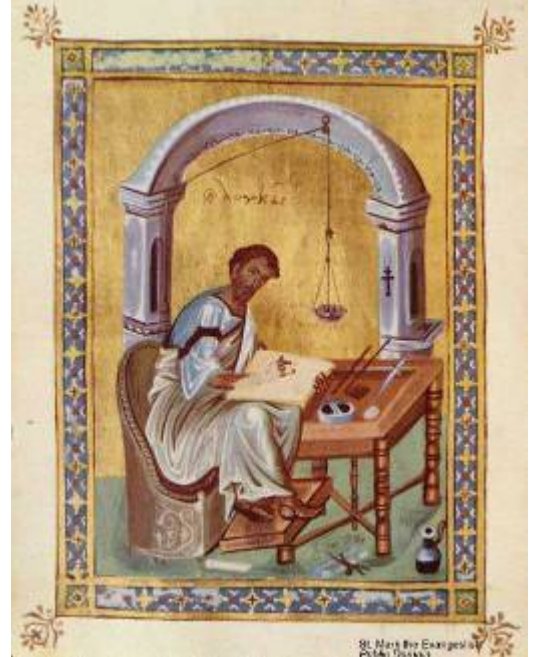
3 credit hours, Spring 2008
Room: M 308
Mondays 5:30—8:15 PM
Feb. 10—May. 19, 2008

In the syllabus below you will find the following information:

REQUIRED TEXTS
COURSE DESCRIPTION
COURSE OBJECTIVES
CLASS FORMAT
COURSE PROCEDURES AND REGULATIONS
DESCRIPTIONS OF CLASS ASSIGNMENTS AND ASSESSMENTS
EVALUATION AND GRADING SCALE
ONLINE AND COMMUNICATION GUIDELINES
CLASS SCHEDULE and READING REPORT

REQUIRED TEXTS:

1. A Bible with Old and New Testaments (NASB95, ESV, NRSV, or RSV recommended; but NIV is acceptable). Electronic Bible versions in Logos Bible Software are available for purchase individually (see link below), or come bundled with various packages. The advantage of having a Logos electronic version is to be able to access Scripture texts from the class readings via the “linking” capability within Logos Bible Software. The RSV in Logos is least expensive (\$9.95) and is used in Asbury’s IBS classes; but in Logos it contains no marginal notes; the NASB95 (\$24.95) has linking to marginal notes.
2. David Bauer, *An Annotated Guide to Biblical Resources for Ministry*. Annotated Guides 16. Peabody, Mass.: Hendrickson, 2003. NOTE: This resource should be used as an aid in finding the best NT interpretation resources (commentaries, dictionaries, Greek grammars, lexicons, concordances, etc.).
3. *The Essential IVP Reference Collection*. Version 2. InterVarsity, 2001, available for \$102.95 at <https://www.logos.com/Academic/AsburyTSKY/fall2007>. This collection contains thirteen reference works plus four pocket dictionaries covering biblical studies, the study of New Testament Greek, theological terms, and apologetics and the philosophy of religion. These are listed below. Readings for the class will come from the first four of these works, although it may be beneficial to consult the others. Several of these reference works (and Bauer above) are required for other ATS classes.
 - a. Green, Joel B., Scot McKnight, and I. Howard Marshall. *Dictionary of Jesus and the Gospels*. [=DJG] electronic ed. Downers Grove, Ill.: InterVarsity, 2000, c1992.
 - b. Hawthorne, Gerald F., Ralph P. Martin, and Daniel G. Reid. *Dictionary of Paul and His Letters*. [=DPL] electronic ed. Downers Grove, Ill.: InterVarsity, 2000, c1993.
 - c. Martin, Ralph P., and Peter H. Davids. *Dictionary of the Later New Testament and Its Developments*. [=DLNTD] electronic ed. Downers Grove, Ill.: InterVarsity, 2000, c1997.
 - d. Porter, Stanley E., and Craig A. Evans. *Dictionary of New Testament Background: A Compendium of Contemporary Biblical Scholarship*. [=DNTB] electronic ed. Downers Grove, Ill.: InterVarsity, 2000.
 - e. Matthews, Victor Harold, Mark W. Chavalas, and John H. Walton. *The IVP Bible Background Commentary: Old Testament*. electronic ed. Downers Grove, Ill.: InterVarsity, 2000.
 - f. Keener, Craig S., and InterVarsity Press. *The IVP Bible Background Commentary: New Testament*. electronic ed. Downers Grove, Ill.: InterVarsity, 2000, c1993.
 - g. Wood, D. R. W. *New Bible Dictionary*. Downers Grove, Ill.: InterVarsity, 1996, c1982, c1962.
 - h. Carson, D. A. *New Bible Commentary: 21st Century Edition*. 4th ed. Leicester, England; Downers Grove, Ill.: InterVarsity, 1994.



- i. Kaiser, Walter C. *Hard Sayings of the Bible*. Downers Grove, Ill.: InterVarsity, 1997, c1996.
- j. Ryken, Leland, Jim Wilhoit, Tremper Longman, Colin Duriez, Douglas Penney, and Daniel G. Reid. *Dictionary of Biblical Imagery*. electronic ed. Downers Grove, Ill.: InterVarsity, 2000, c1998.
- k. Bimson, John J., and J.P. Kane. *New Bible Atlas*. electronic ed. Wheaton, Ill.: InterVarsity, 2000, c1985.
- l. Alexander, T. Desmond, and Brian S. Rosner. *New Dictionary of Biblical Theology*. electronic ed. Downers Grove, Ill.: InterVarsity, 2001.
- m. Grenz, Stanley, David Guretzki, and Cherith Fee Nordling. *Pocket Dictionary of Theological Terms*. Downers Grove, Ill.: InterVarsity, 1999.
- n. Ferguson, Sinclair B., and J.I. Packer. *New Dictionary of Theology*. electronic ed. Downers Grove, Ill.: InterVarsity, 2000, c1988.
- o. DeMoss, Matthew S. *Pocket Dictionary for the Study of New Testament Greek*. Downers Grove, Ill.: InterVarsity, 2001.
- p. Evans, C. Stephen. *Pocket Dictionary of Apologetics & Philosophy of Religion*. Downers Grove, Ill.: InterVarsity, 2002.
- q. Patzia, Arthur G., and Anthony J. Petrotta. *Pocket Dictionary of Biblical Studies*. Downers Grove, Ill.: InterVarsity, 2002.

COURSE DESCRIPTION:

A concise introduction to the New Testament in its historical, literary, and canonical contexts. In the course of the semester students will be introduced to the concept and significance of the canon of Scripture, to the Jewish and Greco-Roman background of the New Testament, and to particular books of the New Testament. Course participation, reading, and projects will be configured in part so as to reflect the character of the degree specialization represented among the course participants. For MA students other than MA Specialization in Bible or Theology.

COURSE OBJECTIVES:

Having successfully completed this course, the student should be able to:

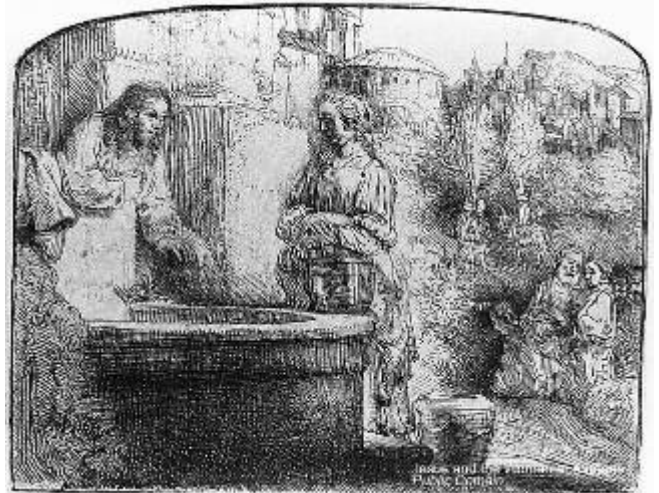
1. trace the development of canonization, discuss the meaning and significance of the canon and of the canonicity of the New Testament, and articulate the major issues involved in the relationship between the testaments;
2. discuss the historical background of the Bible and critical historical issues surrounding the production of the various New Testament books;
3. demonstrate the ability to make appropriate use of this historical information in the interpretation of the biblical text;
4. identify major issues in interpretation;
5. demonstrate the ability to make use of these interpretive insights in the actual reading and appropriation of New Testament texts; and
6. articulate issues involved in the integration of biblical studies and the avenue(s) of ministry for which the student's degree plan is preparation.

CLASS FORMAT:

I will teach this course using lecture supplemented with significant discussion based upon readings and assignments for each day as specified in the class schedule. Students are strongly encouraged and expected to participate in class discussion and activities. The kinds of assignments designed for the class encourage such questions which should arise from a careful reading of the NT (e.g., difficult passages), dictionary entries related to the introduction, socio-historical background, and interpretation of NT texts, and the consideration of how the NT, its theology, and its study relates to other areas of specialization outside of biblical studies (such as music, worship, education, counseling, missions, etc.).

COURSE PROCEDURES AND REGULATIONS:

- A. **Attendance:** The important nature of the subject matter necessitates regular attendance. A student's grade will be **reduced by 1/3 (e.g., A to A-)** for each absence beyond one, excused or unexcused. For example, 1 miss = no grade reduction; 2 misses = 1/3 grade reduction; 3 misses = 2/3 grade reduction, etc. Attendance will be checked each session.
- B. **Exemption from Assignments, Readings, Due Dates:** No opportunity for make-up work or exemption from assignments will be afforded you unless you ask permission ahead of time and permission is granted. This excludes the case of an emergency. Reading and Assignments are expected **on the day they are due** and are indicated in separate columns in the tentative schedule below. Late assignments are generally not accepted, unless there are extenuating circumstances, since these assignments may be discussed in class.
- C. **Cell-phones ringers** are to be turned off during class.
- D. **Plagiarism:** The definition of to plagiarize is "to steal and pass off as one's own the ideas or words of another" (*Webster's Third New International Dictionary* s.v.). If you use a quotation or part of a quotation, or a key phrase or words, these must be put into quotations and cited there and then. Otherwise, the sentence or idea comes across as your own. Don't succumb to the temptation. It is okay to research and use quotations from various sources (professors usually like to see thoughtful engagement with academic sources). But, use quotations appropriately and cite the source.
- E. **Incomplete Work:** See ATS 2007-08 Online Catalog, page 31. The student must petition the Registrar and the faculty person involved for permission to receive an "I" at the end of a semester. The petition must be received before 5 pm on the last day of the term. A grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."
- F. **Duplicate Work with other Classes:** Papers and assignments turned in for this class must not be taken or reused from other classes. Those that do so will receive no credit.



DESCRIPTIONS OF CLASS ASSIGNMENTS AND ASSESSMENTS: As professor, I reserve the right to change, alter, add to, or remove these requirements and/or methods of assessment with proper prior notification of students.

- A. **20% Reading Report, Self-Evaluation, and Class Engagement and Participation.** This aspect of your final grade consists of three components:
1. At the final exam, handing in the "Class Schedule and Reading Report" with the dates entered when you read those readings (if you did so). The dates are to be entered in the column beside the required reading (*).

2. Preparing before the final class session, but turned in at the final class session, a double-spaced, two page paper (one inch margins, Times New Roman 12 pt. font) which includes
 - a. at the top, an approximate percentage of required reading you have completed before the final exam, broken down by the New Testament and the required dictionary readings;
 - b. continuing on the same page, a brief one-page self-evaluation on your performance and engagement of the course material and assignments; and
 - c. on a second page, reflect on what you have learned and want to continue to learn about the NT and its interpretation.

Grading Criteria: thoughtfulness of self review, written within the page limit, use of proper writing style, free of typos, and fulfillment of the assignment as described.

3. My assessment of your class participation. Your participation with and engagement of the subject matter with professor and fellow students is integral for learning. Far from being a subjective grade criterion, each student's class engagement and participation will be assessed by a combination of (a) observing the quality and quantity of participation in class, (b) the quantity of self-reported reading, and (c) the improvement of quiz and test scores and the quality on assignments over the semester.

B. 40% **Notebook Portfolio** relating one's MA specialization of study to themes and questions arising from a broad reading of the NT and dictionary entries/studies on NT Interpretation. This notebook portfolio may be either handwritten or typed, and *each entry is due on the day which that NT book is covered in class*; initially, these will be reviewed by the professor and then returned in order to help students improve future entries. These entries will then be turned in during the Finals Class session as a complete portfolio. The Portfolio should consist of 8 entries (1-4 pages each) from the following groups of NT Books:

2 from the Gospels: Mark, Matthew, Luke/Acts (treat together), and/or John

4 from the Pauline Letters, one from each of these groupings:

- Galatians, 1 Thessalonians, or 2 Thessalonians
- 1 Corinthians or 2 Corinthians
- Romans, Philippians, or Philemon
- Ephesians, Colossians, 1 Timothy, 2 Timothy, or Titus

2 from the Later NT Books, one from each of these groupings:

- James, 1 Peter, or 2 Peter/Jude (taken together)
- Hebrews, 1/2/3 John (taken together), or Revelation

The format for each entry in the notebook should be clearly laid out and cover these areas:

1. Title of the NT Book (top of page)
2. Scripture References (underline or place in bold in the left margin) followed by important findings, points, or questions about the meaning/interpretation of the passage and/or its integration with one's specialized MA discipline. Highlight those points or questions which are most important or critical to you or that you would like to ask questions about during class sessions.
3. Dictionary Entries based upon abbreviations (see abbreviations used in "Required Texts" above; underline or place in bold in the left margin) followed by page numbers (if available) along with notes and questions about their contents. Generally, one should bring these notes and questions in dialogue with your own reading of the NT books. **ALSO**, be sure to read and interact with additional specialized dictionary entries (not necessarily provided in the Class Schedule) that are related to your specialization (e.g., DPL "Psychology" or DPL "Hymns..." etc.),
4. Any further (larger) questions about the NT itself, the nature of God, our approach and posture as interpreters of the NT, or the relevancy of the NT to life as a whole and/or your specialization.

[[See grading criteria on the next page.]]

Grading Criteria:

- a. Treatment of the required number of NT books as described in the assignment description;
- b. Clear format and proper citation of biblical sources and resources;
- c. Good level of engagement which will be based upon
 - i. the number and significance of notes/questions based upon Scripture readings;
 - ii. the number and significance of notes/questions based upon dictionary entries;
 - iii. the consistency of good quality for each required NT book treated in the notebook;
 - iv. the raising of appropriate questions related to interpretation and integration; and
 - v. the thoughtful relating the NT and its study to one’s specialization.
- d. Fulfillment of the assignment as described.

C. 40% **Integration Paper** related to the specialization of your Masters Program. (12 pages maximum, double spaced, 12 pt. Times New Roman, 1 inch margins). Essentially, this paper should treat a particular question or issue from one’s area of specialization in relation to a passage or passages from the NT. The topic for and approach of this paper should be developed in consultation with the professor, and should not replicate research/work already done or being done in other classes. The orientation of the paper should be exegetical-theological-pragmatic and based upon research utilizing commentaries and reference works cited in Bauer’s *An Annotated Guide to Biblical Resources for Ministry*. Furthermore, students are expected to share the main conclusions and results of their study during our final class session (see Class Schedule below). For **grading criteria**, see the “Integration Paper Evaluation Rubric” at the end of the syllabus.

EVALUATION AND GRADING SCALE:

GRADING SCALE (from ATS Catalog)	EVALUATION SCALE	
94-100 = A “Exceptional work: surpassing, markedly outstanding achievement of course objectives”	A. Reading Report, Self-Evaluation, and Class Engagement and Participation:	20 %
92-94 = A-	B. Notebook Portfolio of NT, its Study, and one’s Specialization:	40 %
90-92 = B+		
86-90 = B “Good work: strong, significant achievement of course objectives”		
84-86 = B-		
82-84 = C+		
77-82 = C “Acceptable work: basic, essential achievement of course objectives”	C. Integration Paper:	40 %
75-77 = C-		
73-75 = D+		
70-73 = D “Marginal work: inadequate, minimal achievement of course objectives”		
<70 = F “Unacceptable work: failure to achieve course objectives”		=100 %

ONLINE SECTION DESCRIPTIONS AND COMMUNICATION GUIDELINES:

Class communication is accomplished with the open-source Moodle platform, accessed using a web browser (Firefox is preferred). Log into <http://virtual.asburyseminary.edu> and you will see this course listed to the left. The following are functions with which you should familiarize yourself:

1. The **Course Information Center** contains many features to be used throughout the semester:
 - a) **Course News and Announcements**, where I will post items important for the entire class;
 - b) **Syllabus**, where a copy of the syllabus is provided;
 - c) **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately;
 - d) **Course Questions**, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have

- a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
- e) **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
 - f) **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.
2. **Modules**, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.
 3. **Resources**, a section located on the left side, provides links to items you may want to use often in the semester.

ACCESSING INFORMATION COMMONS MATERIALS

1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here:

<http://www.asburyseminary.edu/information/hours.htm>

2. Materials Requests:

a. To search the library catalog for available materials, click here:

<http://www.asburyseminary.edu/information/index.htm>

b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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CLASS SCHEDULE and READING REPORT: Complete before and turn in at the Final Class Session.

DATE	TOPIC & ASSIGNMENTS	ENTER DATE READ	*Required Readings & Suggested Readings	ENTER DATE READ	*Required Readings & Suggested Readings
Feb 11	Introduction: God's Word, the Biblical Canon, Jesus, NT Chronology, NT Genres and Jesus' Exegetical Community	2-11	*DNTB Chronology, NT (7) *DLNTD OT in Acts (3) *DNTB Canonical Formation of the NT (11) *DNTB Genres of the NT (8) *DNTB Hebrew Bible (7) DNTB Apocryphal & Pseudepigraphical Sources in the NT (2)		DNTB Apocrypha & Pseudepigrapha (6) DJG Canon (Gospels) (7) DPL Canon (Paul) (6) DLNTD Canon (Later NT) (10) DJG Witness (3) DNTB Dead Sea Scrolls, Gen. Intro (13) DNTB Pagan Sources in the NT (7) DNTB Septuagint/Greek OT (6)
Feb 18	Historical Context for Jesus and the NT Sources and History Jewish Sects in the Greco-Roman Empire		*DJG Judaism (8) *DJG Hellenism (5) *DJG Revolutionary Movements (9) *DNTB Messianism (7) *DNTB Religions, Greco-Roman (8) *DNTB Religion, Personal (4) DJG Dead Sea Scrolls (9) DJG Feasts (5) DJG Galilee (1) DJG Gentiles (6) DNTB Hasmoneans (3) DNTB Herodian Dynasty (9) DJG Herodian Dynasty (8) DJG Languages of Palestine (10) DJG Pharisees (6)		DJG People, Crowd (3) DJG Pontius Pilate (2) DJG Priest, Priesthood (2) DJG Rabbinic Traditions & Writings (8) DPL Religion, Greco-Roman (10) DLNTD Religions, Greco-Roman (7) DJG Rome (5) DNTB Sadducees (2) DJG Samaritans (4) DJG Sanhedrin (3) DJG Scribes (4) DJG Sinner (3) DJG Synagogue (3) DJG Taxes (3) DJG Temple (6) DNTB Temple, Jewish (14)
Feb 25	What is a Gospel? & Mark		*DJG Gospel (Genre) (6) *DJG Gospel (Good News) (4) *DJG Historical Jesus, Quests of (16) *DJG Gospels (Historical Reliability) (6) * The Gospel of Mark *DJG Mark, Gospel of (12)		DJG Predictions of Jesus' Passion and Resurrection (3) DJG Child, Children (4) DJG Anti-Semitism (4) DJG Triumphal Entry (5) DJG Temple Cleansing (4) DJG Ransom Saving (3)
Mar 3	Matthew & Luke		* The Gospels of Matthew and Luke *DJG Matthew, Gospel of (14) *DJG Luke, Gospel of (15) *DJG Women (7) *DJG Rich and Poor (9) DLNTD Matthean Community (5) DJG Sociological Approaches to the Gospels (6)		DJG Birth of Jesus (14) DJG Sermon on the Mount/Plain (9) DJG Apocalyptic Teaching (7) DJG OT In the Gospels (11) DJG Genealogy (5) DJG Miracles and Miracle Stories (9) DJG Parable (9) DJG Passion Narrative (3) DJG Ascension (4) DJG Blessing and Woe (3)
Mar 10	John, Jesus' Self-Understanding, & the Origins of Christology		* The Gospel of John *DJG John, Gospel of (15) *DJG Kingdom of God/ of Heaven (13) *DJG Son of Man (6) *DJG Son of God (6) *DJG Ethics of Jesus (12) DJG Discipleship (7) DJG Typology (4) DJG Apostle (7) DJG Authority and Power (3) DJG Disciples (6) DJG Divine Man/Theos Aner (3) DJG Eschatology (3)		DJG "I am" Sayings (2) DJG Abiding (1) DJG Death of Jesus (16) DJG Commandment (4) DJG Farewell Discourse (3) DJG Lord (8) DJG Love (3) DJG Preaching from the Gospels (5) DJG Prophets, Prophecy (7) DJG Resurrection (15) DJG Salvation (5) DJG Servant of Yahweh (2) DJG Service (3) DJG Shepherd, Sheep (3)

		<p>DJG Family (3) DJG God (6) DJG Israel (7) DJG Justice, Righteousness (4)</p>	<p>DJG Son of David (3) DJG Teacher (4) DJG Temptation of Jesus (7) DJG Wisdom (3)</p>
Mar 17	Acts & Introduction to the Study of Paul and His Letters	<p>*The Acts of the Apostles *DLNTD Acts of the Apostles (16) *DLNTD Miracles in Acts (6) *DPL Athens, Paul at (4) *DPL Jew, Paul the (8) *DPL Paul and His Interpreters (13)</p> <p>DPL Hermeneutics/Interpreting Paul (9) DNTB Proselytism and Godfearers (11) DPL Revolutionary Movements (6) DPL Social Setting of Mission Churches (8) DPL Itineraries, Travel Plans, Journeys, Apostolic Parousia (9) DNTB Citizenship, Roman (3) DLNTD Centers of Christianity (8) DLNTD Mission, Early Non-Pauline (3) DPL Antioch on the Orontes (2)</p>	<p>DPL Diaspora (2) DPL Food Offered to Idols and Jewish Food Laws (4) DPL Hellenism (5) DLNTD Paul and Paulinisms in Acts (4) DPL Paul in Acts and Letters (12) DPL Chronology of Paul (8) DPL Judaizers (3) DPL Opponents of Paul (8) DPL Ethics (6) DPL Mission (10) DPL Apostle (6) DPL Jesus, Sayings of (16) DPL Jesus and Paul (11) DLNTD Pauline Legacy and School (6) DPL Pastor, Paul As (4) DPL Prophet, Paul As (2)</p>
Mar 24	Galatians & 1 and 2 Thessalonians	<p>*Galatians, 1 Thessalonians and 2 Thessalonians *DPL Galatians, Letter to the (11) *DPL Thessalonians, Letters to the (7) *DPL Conversion and Call of Paul (7) *DPL Faith (6) *DPL Flesh (3) *DPL Freedom/Liberty (3) *DPL Fruit of the Spirit (3) *DPL Gospel (3)</p> <p>DPL Eschatology (15) DPL Old Testament in Paul (12)</p>	<p>DPL Apocalypticism (10) DPL Circumcision (2) DPL Covenant and New Covenant (3) DPL Jerusalem (12) DPL Holiness, Sanctification (5) DPL Holy Spirit (9) DPL Hope (2) DPL Imitation of Paul/of Christ (3) DPL Intermediate State (2) DPL Psychology (10) DPL Sexuality, Sexual Ethics (4) DPL Spirituality (10)</p>
Apr 7	1 Corinthians & 2 Corinthians	<p>*1 Corinthians and 2 Corinthians *DPL Corinthians, Letters to the (16) *DPL Church Order and Government (6) *DPL Collection for the Saints (4) *DPL Financial Support (5) *DPL Resurrection (6) *DPL Center of Paul's Theology (3) *DPL Kingdom of God/Christ (3)</p> <p>DNTB Corinth (3) DPL Afflictions, Trials, Hardships (2) DNTB Affliction Lists (2) DPL Authority (5) DPL Church (8) DPL Cross, Theology of the (6)</p>	<p>DPL Death of Christ (8) DPL Discipline (3) DPL Gifts of the Spirit (9) DPL Healing, Illness (2) DPL Heaven, Heavens, Paradise (2) DPL Lord's Supper (6) DPL Love (3) DPL Marriage and Divorce, Adultery and Incest (7) DPL Peace, Reconciliation (4) DPL Preaching, Kerygma (2) DPL Preaching from Paul Today (6) DPL Prophecy, Prophesying (7) DPL Tongues (4) DPL Wisdom (6)</p>

Apr 14	Romans, Philippians, & Philemon	<p>*Romans, Philippians and Philemon</p> <p>*DPL Romans, Letter to the (13)</p> <p>*DPL Philippians, Letter to the (7)</p> <p>*DPL Philemon, Letter to (4)</p> <p>*DPL Israel (5)</p> <p>*DPL Restoration of Israel (9)</p> <p>*DPL Gentiles (4)</p> <p>*DPL Exaltation and Enthronement (3)</p> <p>DPL Coworkers, Paul and His (5)</p> <p>DPL Lord (9)</p> <p>DPL Prayer (9)</p> <p>DPL Dying and Rising with Christ (3)</p>	<p>DPL Expiation, Propitiation, Mercy Seat (5)</p> <p>DPL Justification (6)</p> <p>DPL Law (13)</p> <p>DPL Mercy (2)</p> <p>DPL Righteousness, Right. of God (9)</p> <p>DPL Son of God (6)</p> <p>DPL Works of the Law (3)</p> <p>DPL Slaves, Slavery (2)</p> <p>DPL Triumph (7)</p> <p>DPL Worship (8)</p> <p>DNTB Philippi (2)</p> <p>DPL God (14)</p>
Apr 21	Ephesians, Colossians, & Pastorals	<p>*Ephesians, Colossians, 1 Timothy, 2 Timothy, and Titus</p> <p>*DPL Colossians, Letter to the (6)</p> <p>*DPL Ephesians, Letter to the (10)</p> <p>*DPL Pastoral Letters (8)</p> <p>*DPL Ministry (6)</p> <p>*DPL Man and Woman (8)</p> <p>*DNTB Family and Household (13)</p> <p>DPL Citizenship, Roman and Heavenly & Civil Authority (3)</p> <p>DPL Principalities and Powers (5)</p> <p>DPL Salvation (5)</p> <p>DPL Savior (2)</p>	<p>DPL Elements/Elemental Spirits of the World (4)</p> <p>DPL Body of Christ (6)</p> <p>DPL Fullness (2)</p> <p>DPL Grace (2)</p> <p>DPL Head and Head, Christ as (4)</p> <p>DPL Political Systems (4)</p> <p>DPL Hymn, Hymn Fragments, Songs, Spiritual Songs (3)</p> <p>DPL Caesar's Household, Imperial Household (1)</p> <p>DPL Household and House Codes (2)</p> <p>DPL In Christ (3)</p> <p>DPL Qumran and Paul (6)</p>
Apr 28	James, 1 Peter, 2 Peter, & Jude	<p>*James and 1 Peter and 2 Peter and Jude</p> <p>*DLNTD James, Letter of (6)</p> <p>*DLNTD 1 Peter (9)</p> <p>*DLNTD 2 Peter (4)</p> <p>*DLNTD Jude (10)</p> <p>*DLNTD Church as Israel, People of God (15)</p> <p>DPL James and Paul (4)</p>	<p>DLNTD Ethics (6)</p> <p>DLNTD Faith and Works (3)</p> <p>DLNTD Household Codes (7)</p> <p>DLNTD Day of the Lord (3)</p> <p>DNTB Pseudonymity and Pseudepigraphy (6)</p> <p>DLNTD Heaven, New Heaven (4)</p> <p>DLNTD Parousia (20)</p> <p>DLNTD Pseudepigraphy (7)</p>
May 5	Hebrews	<p>*Hebrews</p> <p>*DLNTD Hebrews (16)</p> <p>*DLNTD Angels, Heavenly Beings, Angel Christology (4)</p> <p>*DLNTD Exaltation, Enthronement (5)</p> <p>*DLNTD Priest, High Priest (4)</p> <p>*DLNTD Covenant, New Covenant (5)</p>	<p>DLNTD Christianity and Judaism: Parting of the Ways (11)</p> <p>DLNTD OT in Hebrews (9)</p> <p>DLNTD Melchizedek (2)</p> <p>DLNTD Jerusalem, Zion, Holy City (4)</p>
May 12	1/2/3 John & Revelation	<p>*1 John, 2 John, 3 John, and Revelation</p> <p>*DLNTD John, Letters of (12)</p> <p>*DLNTD Revelation, Book of (13)</p> <p>*DLNTD Apocalyptic, Apocalypticism (13)</p> <p>*DLNTD Eschatology (5)</p> <p>*DLNTD Millennium (3)</p> <p>DLNTD Babylon (2)</p> <p>DLNTD Beasts, Dragon, Sea, Conflict Motif (2)</p>	<p>DLNTD Anointing (2)</p> <p>DLNTD Antichrist (3)</p> <p>DLNTD Commandments (3)</p> <p>DLNTD Love (7)</p> <p>DNTB Apocalyptic Literature (5)</p> <p>DNTB Apocalypticism (12)</p> <p>DLNTD Emperor, Emperor Cult (5)</p> <p>DLNTD Hell, Abyss, Eternal Punishment (3)</p> <p>DLNTD OT in Revelation (6)</p>
May 19	<p>Final Class Session during Final Exam Time—</p> <p>Hand in Complete Notebook Portfolio for final assessment;</p> <p>Hand in Integrative Paper and discuss during class session;</p> <p>Turn in Reading Report (syllabus pp. 6-8), Self-Evaluation, and Class Engagement and Participation</p>		

Integration Paper Evaluation Rubric

Student's Name _____

total score (1-4): _____ final grade assessment: _____

<p>Presentation Style, Clarity, Typos, and Mistakes</p> <p style="text-align: center; font-size: 1.2em;">20%</p> <p>Rating= ____</p> <p>Score= rating x .2 = _____</p>	<p style="text-align: center;">Beginning 1 (≈D)</p> <p>1. Style is <i>poor</i> (i.e. hard to read); or 2. Ideas are <i>generally not</i> clear; or 3. The paper contains <i>many</i> typos and mistakes (more than 3 different kinds).</p>	<p style="text-align: center;">Developing 2 (≈C)</p> <p>1. Style is <i>good</i>, but <i>could be improved</i>; or 2. Ideas are <i>sometimes not</i> very clear; or 3. The paper contains <i>some</i> typos and mistakes.</p>	<p style="text-align: center;">Accomplished 3 (≈B)</p> <p>1. Style is good and <i>pleasant</i> to read; and 2. Ideas are <i>clearly</i> presented; and 3. The paper is <i>relatively free</i> of typos, grammatical and punctuation mistakes.</p>	<p style="text-align: center;">Exemplary 4 (≈A)</p> <p>1. Style is <i>excellent</i> and <i>very pleasant</i> to read; and/or 2. Ideas are <i>creatively and clearly</i> presented; and 3. The paper is basically <i>free</i> of typos and grammatical mistakes.</p>
<p>Proper Use and Citation of Biblical and Exegetical Resources</p> <p style="text-align: center; font-size: 1.2em;">20%</p> <p>Rating= ____</p> <p>Score= rating x .2 = _____</p>	<p style="text-align: center;">Beginning 1 (≈D)</p> <p>1. <i>few</i> resources are used; or 2. Used <i>poor</i> or <i>not up-to-date</i> resources; or 3. Resources are not well-researched; or 4. Resources are <i>not</i> used properly to develop the paper; or 5. Resources are <i>basically not</i> cited.</p>	<p style="text-align: center;">Developing 2 (≈C)</p> <p>1. Resources used are <i>up-to-date</i>; or 2. Resources are researched, but <i>more is needed</i>; or 3. Resources are <i>not adequately</i> used to develop arguments; or 4. Resources are <i>not adequately</i> cited.</p>	<p style="text-align: center;">Accomplished 3 (≈B)</p> <p>1. <i>Good</i>, up-to-date resources are used; and 2. Resources are <i>well-researched</i>; and 3. Resources are <i>properly</i> used to develop <i>good</i> arguments; and 4. Resources are <i>adequately</i> cited.</p>	<p style="text-align: center;">Exemplary 4 (≈A)</p> <p>1. <i>Excellent</i>, up-to-date resources are used; and 2. Resources are <i>very well-researched</i>; and 3. Resources are used <i>effectively</i> to develop <i>convincing</i> arguments; and 4. Resources are cited <i>well</i>.</p>
<p>Relevancy, Thesis, Content, and Argumentation</p> <p style="text-align: center; font-size: 1.2em;">30%</p> <p>Rating= ____</p> <p>Score= rating x .3 = _____</p>	<p style="text-align: center;">Beginning 1 (≈D)</p> <p>1. <i>Little relevancy</i> is established; or 2. <i>No</i> clearly stated thesis; or 3. Content of the paper <i>does not develop</i> the stated thesis; or 4. Content of paper was <i>tangential</i> to the assignment; or 5. Argumentation <i>lacks clarity and is poor</i>.</p>	<p style="text-align: center;">Developing 2 (≈C)</p> <p>1. <i>Some</i> established relevancy, <i>but more is possible</i>; or 2. Thesis is stated, but not clearly enough; or 3. Paper's content <i>only partially</i> develops the stated thesis; or 4. Argumentation <i>is fairly clear</i>, but <i>needs improvement</i>.</p>	<p style="text-align: center;">Accomplished 3 (≈B)</p> <p>1. Relevancy of the thesis <i>is established</i>; and 2. <i>Clearly-stated</i> thesis; and 3. Content of the paper is <i>focused and related</i> to the stated thesis; and 4. Argumentation is <i>balanced, clear, and good throughout the paper</i>.</p>	<p style="text-align: center;">Exemplary 4 (≈A)</p> <p>1. Relevancy of the thesis <i>is well-established</i>; and 2. <i>Clearly-stated</i> thesis; and 3. Content of the paper is <i>well-focused and related</i> to the stated thesis; and 4. <i>Well-argued</i> paper throughout.</p>
<p>Integration of MA Discipline with Theological Truths and Hermeneutical Reflection</p> <p style="text-align: center; font-size: 1.2em;">30%</p> <p>Rating= ____</p> <p>Score= rating x .3 = _____</p>	<p style="text-align: center;">Beginning 1 (≈D)</p> <p>1. <i>Very little</i> integration of discipline with theological Truth; or 2. <i>Very little</i> evidence of hermeneutical reflection; or 3. <i>Very little</i> reflection for application today; or 4. <i>Unaware</i> of limits of study or of perennial questions/problems.</p>	<p style="text-align: center;">Developing 2 (≈C)</p> <p>1. <i>Some</i> integration of discipline with theological truth; or 2. <i>Some</i> evidence of hermeneutical reflection; or 3. <i>Some</i> reflection for application today; or 4. <i>Some</i> awareness of the limits of study or perennial questions/problems.</p>	<p style="text-align: center;">Accomplished 3 (≈B)</p> <p>1. <i>Good</i> integration of discipline with theological truth; and 2. <i>Good</i> evidence of hermeneutical reflection; and 3. <i>Good</i> reflection about application today; and 4. <i>Good</i> awareness of the limits of study or perennial questions/problems.</p>	<p style="text-align: center;">Exemplary 4 (≈A)</p> <p>1. <i>Excellent</i> integration of discipline with theological truth; and 2. <i>Great</i> evidence of hermeneutical reflection; and 3. <i>Excellent</i> reflections for application today; and 4. <i>Excellent</i> awareness of the limits of study or perennial questions/problems.</p>