



**Online Course Syllabus**  
**NTS 501**  
**New Testament Survey I**  
**Spring 2019**

**Contact Information**

**Instructor Name:** Thomas Willoughby, Ph.D.

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**Instructor Office Hours:** n/a

**Course Description and Prerequisites**

*An advanced study of the books of Matthew through Acts, emphasizing problems of interpretation and the contribution of these books to biblical theology and godly Christian living. There are no prerequisites for this course.*

**Course Objectives**

Students who complete this course will:

1. Demonstrate an advanced understanding of the literary make-up of the New Testament Scriptures as assessed by weekly quizzes, assignments and exams.
2. Expand his or her familiarity with the subject matter and background of the New Testament as attested by a mid-term and final exam.
3. Display an ability to accurately convey the truths of Scripture in a concise and logical fashion as demonstrated by a research paper.
4. Introduce the student to current New Testament scholarship while affording an opportunity to engage that scholarship via a Critical Review assignment.

**Required Textbooks**

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). ISBN # 978-0-310-24495-0 \$49.99.

Charlesworth, James H., ed. *Jesus Research, New Methodologies and Perceptions: The Second Princeton-Prague Symposium on Jesus Research* (Grand Rapids: Eerdmans, 2014). ISBN # 978-0-8028-6728-5 \$70.00.

The Holy Bible (any standard version)

## Recommended Reading

Bock, Darrell L. and Fanning, Buist M., eds. *Interpreting the New Testament Text: Introduction to the Art and Science of Exegesis*. Illinois: Crossway Books, 2006. ISBN 1581344082, 480 pages. \$32.00.

Burge, Gary M. *Jesus and the Jewish Festivals*. Grand Rapids: Zondervan, 2012. ISBN 9780310280477, \$14.99.

Carson, D. A., and D. J. Moo. *An Introduction to the New Testament*. Grand Rapids: Zondervan, 2005. ISBN 0310238595, 784 pages. \$39.99.

Ferguson, Everett. *Backgrounds of Early Christianity*, 3<sup>rd</sup> ed. Grand Rapids: Eerdmans Publishing Company, 2003. ISBN 0802822215, 648 pages. \$38.00.

Hoehner, Harold W. *Chronological Aspects of the Life of Christ*. Grand Rapids: Zondervan, 1977. ISBN 0310262119, 176 pages. \$17.99.

Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Illinois: InterVarsity Press, 1991. ISBN 0830828265, 624 pages. \$30.00.

Shelton, Jo-Ann. *As the Romans Did: A Sourcebook in Roman Social History*, 2<sup>nd</sup> ed. New York: Oxford University Press, 1998. ISBN 019508974X, 512 pages. \$57.95.

## Course Requirements and Assignments

### Textbook Plus:

This course will utilize a textbook published by Zondervan. Zondervan has made a number of resources for these textbooks available for the student free of charge at their website: [www.zondervan.com](http://www.zondervan.com) The student is expected to go to the site and enroll in the *Textbook Plus* program for free. From here, the student will be able to access the assigned videos, as well as many study materials for this course.

### Online Discussion Posts:

Given the nature of this course, online discussion participation is absolutely vital. Each week the student will be expected to make an initial post (at least 250 words in length) in response to a Discussion Question by Wednesday night at 11:59 pm, unless otherwise instructed. Then, the student is expected to read the posts of the other students as well and make at least 2 substantive responses to other students by Friday night 11:59 pm, unless otherwise instructed. **\*NB – a substantive response is not “I like how you said . . . .” Rather, while it may edify—which is highly encouraged—it should provoke thought and further discussion.**

### Reading Assignments:

Weekly reading assignments are absolutely fundamental to the success of this learning program. All reading is expected and will be assessed by the Discussion Board posts and the completion of a weekly quiz, except as noted under the Chapter Quizzes section of the syllabus.

### Chapter Quizzes:

Upon completion of the reading of each chapter assignment, the student will take a quiz over the assigned reading to insure a working comprehension of the material. The only exceptions to this will be weeks 4 and 8 where the student will already be taking Midterm and Final exams. On these weeks, there will be no quiz, but the material **will be** incorporated into the corresponding major exam.

### Exams:

There are two major examinations in this course. The first is a Mid-term, which will comprise material covered in the reading and course material up to and including the day of the exam. The second is a Final, which will be composed only of the material covered from the week following the Midterm exam forward.

### Paper:

The student will choose a chapter to review from among the remaining chapters of the Charlesworth text—not having already been discussed in class. The student will compose a thorough critical review of the chapter. The review should contain a thoroughly documented summary of the major points of the chapter. It should also contain significant interaction with the text incorporating points of agreement, as well as points with which the student either disagrees or deems unclear. There should also be suggestions for what could make the article better. What was missing? What should have been covered but wasn't? What points were not fully substantiated or articulated? Additional sources are not required, but are certainly welcome. The main focus of the assignment is to get the student to look at the chapter for more than a cursory evaluation. The selection of a chapter that the student is completely unfamiliar with may help to make the review assignment better as the student will be forced to fully understand the argument(s) being made in order to adequately interact with it.

The review should be between 8–12 pages, not counting title page or works cited. It should follow the Criswell Manual of Style.

## Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades..

## Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the instructor at the beginning of the course, or if a student has a learning disability, please inform the professor so assistance can be provided.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Support**

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at [bstifle@criswell.edu](mailto:bstifle@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students Jeff Campbell, at [jcampbell@criswell.edu](mailto:jcampbell@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Distance education students can access information about Criswell College’s Wallace Library at [http://www.criswell.edu/current\\_students/library/](http://www.criswell.edu/current_students/library/). The Wallace Library manual is available at [http://www.criswell.edu/current\\_students/library/library\\_handbook/](http://www.criswell.edu/current_students/library/library_handbook/).

## Course Outline/Calendar

Session	Content	Assignments	Due Dates
Session 1	Backgrounds of the New Testament (Part 1): Historical and Socio-Economic	Watch Burge Videos on Chapters 1&2 from <i>Textbook Plus</i> Read Lecture & Make initial post Read Burge: 15-52 Read Charlesworth: 1-16, 82-137 2 Follow-up Posts Quiz #1	Friday, 1-26         Saturday, 1-26
Session 2	Backgrounds of the New Testament (Part 2): People and Text	Watch Burge Videos on Chapters 3&4 from <i>Textbook Plus</i> Read Lecture & Make initial post Read Burge: 53-106 Read Charlesworth: 261-282 2 Follow-up Posts	Wednesday, 1-30         Friday, 2-1

		Quiz #2	Saturday, 2-2
Session 3	Introduction to the Life of Christ	Watch Burge Videos on Chapters 5, 6, & 7 from <i>Textbook Plus</i> Read Lecture & Make initial post Read Burge: 107-164 Read Charlesworth: 483-499 2 Follow-up Posts Quiz #3	Wednesday, 2-6  Friday, 2-8 Saturday, 2-9
Session 4	Mark	Watch Burge Video on Chapter 9 from <i>Textbook Plus</i> Read Lecture & Make initial post Read Burge: 179-194 Read Charlesworth: 551-576 Read Gospel of Mark 2 Follow-up Posts <b>Midterm Exam</b>	Wednesday, 2-13  Friday, 2-15 <b>Saturday, 2-16</b>
Session 5	Matthew	Watch Burge Video on Chapter 8 from <i>Textbook Plus</i> Read Lecture & Make initial post Read Burge: 165-178 Read Charlesworth: 577-599 Read Gospel of Matthew 2 Follow-up Posts Quiz #4	Wednesday, 2-20  Friday, 2-22 Saturday, 2-23
Session 6	Luke	Watch Burge Video on Chapter 10 from <i>Textbook Plus</i> Read Lecture & Make initial post Read Burge: 195-212	Wednesday, 2-27

		Read Charlesworth: 600–623 Read Gospel of Luke 2 Follow-up Posts Quiz #5	Friday, 3-1 Saturday, 3-2
Session 7	John	Watch Burge Video on Chapter 11 from <i>Textbook Plus</i> Read Lecture & Make initial post Read Burge: 213-228 Read Charlesworth: 624–633 Read Gospel of John 2 Follow-up Posts Quiz #6  <b>Research Paper Due</b>	Wednesday, 3-6          Friday, 3-8 Saturday, 3-9  <b>Saturday, 3-9</b>
Session 8	Acts	Watch Burge Video on Chapter 12 from <i>Textbook Plus</i> Read Lecture & Make initial post Read Burge: 229-248 Read Charlesworth: 634–662 Read Acts 2 Follow-up Posts <b>Final Exam</b>	Wednesday, 3-20          Thursday, 3-21 <b>Thursday, March 21</b>