



On-Campus Course Syllabus

NTS 715

Topics in New Testament Studies

Fall 2019

Class Information

Day and Time: Thursday 1:30 – 4:00 pm
Room Number: E209

Contact Information

Instructor Name: Dr. Tamra Hernandez
Instructor Email: thernandez@criswell.edu
Instructor Phone: 817.343.4132 (cell)
Instructor Office Hours: TBD

Course Description and Prerequisites

A study of selected topics related to the language, history, background, hermeneutics, or theology of the New Testament. (Course may be repeated for credit when the topic differs; Prerequisites: NTS 101, NTS 201; Other prerequisites may be required.) The focal topic for the course this semester is **Theological Interpretation of the New Testament**.

Course Objectives

The course is designed to equip students to . . .

1. Apply strategies for theologically oriented reading and interpretation of the New Testament as Christian Scripture and with a view toward practical application in personal discipleship and ministry.
2. Cogently explain and evaluate the historical and theological contexts in which arguments for and against *theological interpretation of Scripture* (TIS) have emerged, especially as these relate to and impact study of the New Testament.
3. Identify and explain key concerns, emphases, issues, and interpretive approaches of theological interpretation to a non-academic audience.

Required Textbooks

Brookman, W. R. *Orange Proverbs and Purple Parables: The Enterprise of Reading the Holy Scriptures as Scripture*. Eugene, OR: Wipf & Stock, 2015. (ISBN: 9781498209472)

Fowl, Stephen E. *Theological Interpretation of Scripture*. Cascade Companions. Eugene, OR: Cascade Books, 2009. (ISBN: 9781556352416)

Green, Joel B. *Practicing Theological Interpretation: Engaging Biblical Texts for Faith and Formation*. Theological Explorations for the Church Catholic. Grand Rapids: Baker Academic, 2011. (ISBN: 9780801039638)

Pennington, Jonathan T. *Reading the Gospels Wisely: A Narrative and Theological Introduction*. Grand Rapids: Baker Academic, 2012. (ISBN: 9780801039379)

Hays, Richard B. *Reading Backwards: Figural Christology and the Fourfold Gospel Witness*. London: SPCK, 2015. (ISBN: 9781481302333)
 Harink, 1 & 2 *Peter*. Brazos Theological Commentary on the Bible. Grand Rapids: Brazos Press, 2009. (ISBN: 9781587430978)

Course Requirements and Assignments

Careful reading according to the course outline and completion of companion assignments will be crucial to achieving the course objectives. Please note that a point system will be used for grading. The total number of points to be earned in the course is 1,000. Your total accrued by the end of the course will be divided by 10 to determine your grade.

I expect each student will . . .

	Points	Total
1. Attend class and participate in learning activities	2 weekly	30
2. Thoughtfully read what is assigned. Complete and turn in "Study Guide" (SGs).	50 each	600
3. Commentary analysis and critique	100	100
4. Group presentation	50	50
5. Theological interpretation project	200	200
6. Pre- and post-course reflection	10 each	20

Study Guide assignments will be posted in Canvas by Friday morning each week. Please print these out and turn in your completed assignment *at the beginning* of our next Thursday class meeting. Assignments turned in late will lose 5 points per day. SGs cannot be completed "last minute." You will be asked to read and think about Scripture and the assigned texts. Some SGs will provide Internet links and specific instructions for interacting with useful websites or video content. Some weeks the reading will include an article to be accessed online or through the library. Others will guide the analysis, research, and collaboration necessary to complete the writing projects (#3-5 above).

Writing projects and presentations – You will receive detailed instructions, some of which will be provided in your SGs. These will be evaluated according to criteria specified on project-specific rubrics.

Course/Classroom Policies and Information

How to enjoy and get the most of this course:

1. Arrive on time, preferably before 1:30.
2. Come to class ready to write and interact with the course content as delivered and directed.
 - Bring paper appropriate for turning in written assignments.
 - Bring a good writing instrument.
3. Bring a complete, physical Bible.
4. Bring to class the book or other reading materials used for completing the SG you're turning in.
5. During class, please turn your cell phone to silent or vibrate so that it does not distract you or others.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, 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 attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@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.

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 or calling 214.818.1373.

Course Outline/Calendar

* **Note**: The assignments listed below mirror those in the undergraduate syllabus. However, the graduate level SGs include additional reading / writing / research assignments – including both the additional required textbooks and selected journal articles – that will take you deeper academically into the subject matter, press critical interaction with the issues raised, and guide your planning and research toward the particular focus of your commentary assignment and Theological Interpretation Project.

Date	Focus of Class Session	Assignments (due the following week)
8/22	Pre-Course Reflection / Introduction What Is “Christian Scripture”?	Fowl , ix-12; Green , 1-12; Brookman , vii-32 SG #1
8/29	Historical Context for Emergence of “TIS” Historical Criticism: Friend or Foe?	Fowl , 13-24; Green , 43-70; Brookman , 33-52 SG #2
9/5	Terminology and Turf Wars Rule of Faith (Part 1)	Fowl , 24-31; Green , 71-80, 95-98; Brookman , 53-65 SG #3
9/12	Rule of Faith (Part 2) Practice application of creed/confession	Pennington , ix-35; Brookman , 66-78 SG #4
9/19	NT Use of OT – Issues NT Use of OT – Workshop	Green , 13-42; Pennington , 108-42 Brookman . 79-102; Hays , ix-16 SG #5
9/26	Canonical Reading of NT Biblical Metanarrative	Fowl , 31-53; Pennington , 143-65, 229-58; Brookman , 103-15 SG #6
10/3	Patristic Exegesis	Fowl , 54-63; Brookman , 116-47; Hays , 17-33 SG #7

10/10	Premodern Interpretation in Postmodernity	Fowl , 64-70; Green , 99-121; Brookman , 148-62 Hays , 35-74 SG #8
10/17	Scripture and the Church	Green , 123-28; Pennington , 183-210; Brookman , 163-76; Hays , 75-92 SG #9
10/24	Trinitarian Framework for Theological Interpretation	Pennington , 211-28; <i>CTR</i> article SG #10
10/31	Commentary project presentations	Selected readings; preparation for TIS project (1 & 2 Peter, Brazos commentary) SG #11
11/7	The Holy Spirit's Role in Theological Interpretation of the NT	Selected readings; preparation for TIS project (1 & 2 Peter, Brazos commentary) SG #12
11/14	Practical/Missional Application of NT Theological Interpretation	Selected readings; preparation for TIS project (1 & 2 Peter, Brazos commentary)
11/21	TBD (Professor in San Diego for ETS)	
11/28	<i>Happy Thanksgiving!</i>	
12/5	Project presentations – undergraduate (Gospel passages)	
12/12	Project presentation(s) – graduate (1 Peter) Post-course Reflection	

Selected Bibliography

Books

Adam, A. K. M., Stephen E. Fowl, Kevin J. Vanhoozer, and Francis Watson. *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation*. Grand Rapids: Baker Academic, 2006.

Augustine. *Teaching Christianity: De Doctrina Christiana*. Translated and notes by Edmund Hill. Edited by John E. Rotelle. The Works of Saint Augustine: A Translation for the 21st Century, Part I – Books, vol. 11. Hyde Park, NY: New City Press, 1996.

- Bartholomew, Craig, Heath A. Thomas, eds. *A Manifesto for Theological Interpretation*. Grand Rapids: Baker Academic, 2016.
- Billings, J. Todd. *The Word of God for the People of God: An Entryway to the Theological Interpretation of Scripture*. Grand Rapids: Eerdmans, 2010.
- Braaten, Carl E., and Robert W. Jenson, eds. *Reclaiming the Bible for the Church*. Grand Rapids: Eerdmans, 1995.
- Davis, Ellen F., and Richard B. Hays, eds. *The Art of Reading Scripture*. Grand Rapids: Eerdmans, 2003.
- Donfried, Karl Paul. *Who Owns the Bible? Toward the Recovery of a Christian Hermeneutic*. Companions to the New Testament. New York: Crossroad. 2006.
- Ford, David F., and Graham Stanton, eds. *Reading Texts, Seeking Wisdom: Scripture and Theology*. London: SCM Press, 2003.
- Fowl, Stephen E. *Engaging Scripture: A Model for Theological Interpretation*. Challenges in Contemporary Theology. Oxford: Blackwell, 1998.
- Fowl, Stephen E., ed. *The Theological Interpretation of Scripture: Classic and Contemporary Readings*. Blackwell Readings in Modern Theology. Malden, MA: Blackwell, 1997.
- Frei, Hans W. *The Eclipse of the Biblical Narrative: A Study in Eighteenth and Nineteenth Century Hermeneutics*. New Haven: Yale University Press, 1974.
- Green, Joel B. *Seized by the Truth: Reading the Bible as Scripture*. Nashville: Abingdon, 2007.
- Green, Joel B., and Max Turner, eds. *Between Two Horizons: Spanning New Testament Studies and Systematic Theology*. Grand Rapids: Eerdmans, 2000.
- Harrisville, Roy A., and Walter Sundberg. *The Bible in Modern Culture: Baruch Spinoza to Brevard Childs*, 2nd ed. Grand Rapids: Eerdmans, 2002.
- Holcomb, Justin S. *Christian Theologies of Scripture: A Comparative Introduction*. New York: New York University Press, 2006.
- O'Keefe, John J., and R. R. Reno. *Sanctified Vision: An Introduction to Early Christian Interpretation of the Bible*. Baltimore: The Johns Hopkins University Press, 2005.
- Seitz, Christopher R. *The Character of Christian Scripture*. Studies in Theological Interpretation. Grand Rapids: Brazos Press, 2001.
- Spinks, D. Christopher. *The Bible and the Crisis of Meaning: Debates on the Theological Interpretation of Scripture*. London: T&T Clark, 2007.

Treier, Daniel J. *Introducing Theological Interpretation of Scripture: Recovering a Christian Practice*. Grand Rapids: Baker Academic, 2008.

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Webster, John. *Holy Scripture: A Dogmatic Sketch*. Current Issues in Theology. Cambridge, UK: Cambridge University Press, 2003.

Young, Frances M. *Biblical Exegesis and the Formation of Christian Culture*. Cambridge: Cambridge University Press, 1997.

Articles

Anizor, Uche. "Theological Interpretation of Scripture and Evangelical Systematic Theology: Iron Sharpening Iron." *Southern Baptist Journal of Theology* 14, no. 2 (Summer 2010): 1-17.

Ayres, Lewis, and Stephen E. Fowl. "(Mis)Reading the Face of God: *The Interpretation of the Bible in the Church*." *Theological Studies* 60 (1999): 513-28.

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