



On-Campus Course Syllabus

NTS380: L1

A Theology of the New Testament

Spring 2021

Class Information

Day and Time: Monday, 4:45-7:15

Room Number: E208

Contact Information

Instructor Name: Dr. Terri Moore

Instructor Email: tmoore@criswell.edu

Instructor Phone: TBA

Instructor Office Hours: virtual appointments: Tues: 10-11am; 4-6pm; Weds: 10-11am

Course Description and Prerequisites

A presentation of the message of the New Testament using a biblical-theological approach and showing how each book contributes to the message of the New Testament as a whole. (Prerequisites: NTS 101, NTS 201)

Course Objectives

Upon completion of the course student should:

1. Be able to explain five methods of studying NT theology.
2. Be able to articulate the main theological emphases of each NT author and how specific authors and books approach selected subjects or doctrine (Christology, Holy Spirit, Kingdom of God, etc.)
3. Be able to analyze relevant New Testament texts for their theological content and interpret these texts in light of their grammatical, literary, and historical context.
4. Be able to articulate a wholistic theology of the New Testament, describing major unifying theological themes and diversity among the authors.

Required Textbooks

1. Edward Klink and Darian Locket. *Understanding Biblical Theology*. Zondervan, 2013.
2. I. Howard Marshall. *A Concise New Testament Theology*. Intervarsity Press, 2008.
3. A copy (digital or hardcopy) of the New Testament. Students with a knowledge of Greek may use a Greek New Testament or diglot.
4. The professor may post notes or link to articles occasionally throughout the semester that are required reading. Make sure to follow Canvas for all assignments.

Recommended Reading

The professor will provide a bibliography of helpful resources on the topic of NT Theology.

Course Requirements and Assignments

Unit One Assignments:

1. **Weekly reading and reading summaries** of Klink/Lockett: Each week during the first unit, students will be assigned reading from the textbook by Klink & Lockett. A reading summary on the assigned reading will be due at the beginning of each class. See separate handout in the appendix for details. The reading summaries from the entire semester are 30% of the final grade. The lowest two grades for the semester will be dropped.
2. **Unit 1 mini-project:** Klink/Lockett “close reading” and presentation/lead class discussion. Students will be assigned one part of the Klink/Lockett textbook to study and present to the class. See separate handout in the appendix for details. This assignment counts for 5% of the final grade.

Unit Two Assignments:

3. **Weekly reading and reading summaries** of Marshall: Each week during the second unit, students will be assigned reading from the textbook by Marshall. A reading summary on the assigned reading will be due at the beginning of each class. See separate handout in the appendix for details. The reading summaries from the entire semester are 30% of the final grade. The lowest two grades for the semester will be dropped.
4. **Unit Two Projects:** Students will complete 6 Biblical-Theological projects over the course of unit two according to the class schedule. Students will receive specific instructions for each project and should expect most research for the projects to come from the New Testament, the textbook, and class discussions. The projects count for 60% of the final grade (10% each).

Class participation: Students are expected to be present and attentive during class time. Upper-level students are expected to be involved and engaged in class discussion. Class participation points are awarded based on attendance (see attendance policy) and appropriate class interaction. This assessment takes into account various personality styles and learning differences. Class participation counts for 5% of the final grade.

Course/Classroom Policies and Information

1. Be present, attentive, and respectful during class time. Avoid excessive tardiness.
2. Silence all devices during class time and put away distractions (social media, games, etc.). Please only respond to emergency messages or calls.
3. Avoid distracting your classmates and/or professor. If you must leave the room during class time or you arrive late, please do so as quietly as possible. If you need to talk to your classmates, wait for the break or after class. If the professor has to speak with you about disrupting class, you’ve already lost points.
4. Questions about the topic at hand are welcome and enhance the learning experience for the whole class. Do not hesitate to ask questions during class. For “off-topic” questions unrelated to the course or the unit being studied, the professor is happy to discuss outside of class time. Speak with the professor to arrange an appointment.
5. **Follow Canvas carefully for daily assignments and course schedule.**
6. When uploading assignments to Canvas, use scanned/PDF documents or Microsoft Word documents rather than JPEG or pictures.
7. **Late assignments will receive a 10 point deduction for each day late.** Turning in an assignment after the time it is due but on the due date = one day late.
8. You are required to follow all COVID guidelines set by the college while in our classroom.

When working remotely:

10. Obtain the appropriate accommodation from Students Services for remote learning. In emergencies or special circumstances, you may email the professor to request *one day* of remote learning.
11. Join the Zoom call at least five minutes early to address any issues. Join with your video on if possible.
12. Be prepared to navigate Canvas and Zoom, print materials, and scan and upload assignments.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors 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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

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 contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

NTS 380, A Theology of the New Testament, Class Schedule (always check Canvas for details)			
Day/Date	Topic	Reading/Assignments*	Due:
Unit 1			
Jan 18 MLK day: No class			
1 Jan 25	-Class Policies -Intro to NT Theology	Syllabus K: Introduction (pp 13-25) K: Summary Chart (pp 186-189)	Reading summary
2 Feb 1	-Historical Description -History of Redemption	K: ch 1—2 (pp 29-56) K: ch 3—4 (pp 59-89)	Reading summary Unit 1 mini-project (Part 1 & 2)
3 Feb 8	-Worldview-Story -Canonical	K: ch 5—6 (pp 94-122) K: ch 7—8 (pp 125-153)	Reading summary Unit 1 mini-project (Part 3 & 4)
4 Feb 15	-Theological Construction -Summary of Klink	K: ch 9—10 (pp 157-182) K: conclusion (pp 183-189)	Reading summary Unit 1 mini-project (Part 5)
Unit 2			
5 Feb 22	-Intro to NT Theology -Mk/Mt	M: ch 1 (pp 11-18) M: ch 27 (pp 280-291) M: ch 2—3 (pp 19-44)	Reading summary
6 March 1	-Lk/Acts -synoptics	M: ch 4—6 (pp 45-81)	Reading summary Project #1**
7 March 8	-synoptics -Paul: early letters	M: ch 7—8 (pp 82-97)	Reading summary
March 15-19 Spring Break: no class			
8 March 22	-Paul: major letters	M: ch 9—11 (pp 98-131)	Reading summary Project #2**
9 March 29	-Paul: prison letters	M: ch 12—15 (pp 132-152)	Reading summary
10 April 5	-Paul: pastoral letters -Theology of Paul	M: ch 16 (pp 153-162) M: ch 17 (pp 163- 185)	Reading summary Project #3**
11 April 12	-John, pt 1 (Gospel & Letters)	M: ch 18—19 (pp 186- 210)	Reading summary
12 April 19	-John, pt 2 (Revelation) -John, Synoptics, & Paul	M: ch 20 (pp 211-224) M: ch 21 (pp 225-238)	Reading summary Project #4**
13 April 26	-Hebrews & James	M: ch 22—23 (pp 239-259)	Reading summary Project #5**
14 May 3	-Peter & Jude -Diversity & Unity	M: ch 24—26 (pp 261-279)	Reading summary
15 May 10	Diversity & Unity	Review M: ch 6, 17, 21, 27	Project #6**

*K = Klink/Lockett textbook; M = Marshall textbook

**Biblical-Theological Projects for Unit 2 are due on Fridays at 11:59pm

Appendix 1:
NT380 Assignment Details

1. **Weekly reading summaries (30%):** In both units, you have weekly reading and reading summaries due each class period. Follow these instructions to complete these weekly assignments.
 - a. Create a document with a heading that includes (1) your name, (2) the date and reading assigned for that day; and (3) the percentage of reading completed before class.
 - b. I prefer typed documents but on informal assignments like this I will accept *legible* handwritten notes.
 - c. Write a short, informal summary of the content of the reading (this can be paragraph form, outline form, or just simple notes). The length may vary depending on the amount of reading assigned and the format chosen by the student, but the goal should be brevity. Two pages or less is ideal.
 - d. Conclude with a short reflection on the reading (is there something you have a question about, something you disagree with, something you found interesting?).
 - e. Reading academic books is challenging and students tend to read and then forget the main points. Use this assignment to avoid that pitfall. When you are reading, focus on the main points and the overall argument of a chapter and underline or mark them. Work on summarizing a chapter in one to two paragraphs or with a brief outline using only major categories.
 - f. I will drop two of the lowest scores, effectively giving you two skip days.

2. **Unit One Project (5%):** Students will be assigned one of the 5 major parts of the Klink/Lockett textbook to study and present to the class. Multiple students will be assigned the same section. This project will include:
 - a. In place of the weekly summary for the assigned section, the student will write a more detailed summary (same instructions as weekly summaries, but 3-5 pages to account for a more detailed summary).
 - b. The student will give a short and informal presentation and summary of the approach to Biblical Theology. Short means about 5 minutes, remembering multiple students will report on the same chapters. Informal means just that—talk us through the content of the section, the main points of the chapters. No handouts or presentation materials necessary.
 - c. The student will have the responsibility of interacting with the professor on that topic and answering questions from the professor and other students.

3. **Unit two projects (60%):** Students will complete 6 projects related to the content in Unit 2. Students will receive detailed instructions for each project and should expect to read NT texts and be given specific questions to answer about those texts. Most research for the projects will come from the New Testament, the textbook, and/or class discussions, but you are certainly allowed to do further research. If you use any source besides your own reflection on the text, you should footnote it correctly.
 - a. Follow the course schedule to note what week these projects are due—but note that they are always due *on Friday* of that week (on Canvas as a document upload).
 - b. The projects cover topics related to various groups of texts: (1) Synoptics; (2) Lk/Acts; (3) Paul; (4) John; (5) General letters; (6) Unity of the NT
 - c. Carefully read and follow the instructions for each project.

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On-Campus Course Syllabus **ADDENDUM FOR SP 2021**

In the event that Criswell College has to close the campus to on-campus classes in during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

In the event of on-campus closure, class requirements for this course will not change. Students should be prepared to join a zoom call at our regularly scheduled class time and should consult Canvas for specific instructions and details.