



**On-Campus Course Syllabus**  
**NTS380.L1**  
**Theology of the New Testament**  
**Fall 2023**

### **Class Information**

**Day and Time:** Monday/Wednesday 3:15-4:30

**Room Number:** E211

### **Contact Information**

**Instructor Name:** Terri Moore

**Instructor Email:** [tmoore@criswell.edu](mailto:tmoore@criswell.edu)

**Instructor Phone:** 214.818.1314

**Instructor Office Hours:** Tues, 2:00-3:00 pm; Thurs, 10:00am-12:00pm and 2:00-3:00 pm

### **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 describe the discipline of Biblical theology and sub-discipline of NT theology, as well as various methodological approaches and challenges.
2. 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.
3. Be able to articulate the main theological emphases and contributions of NT authors and books.
4. Be able to articulate a wholistic theology of the New Testament, describing major unifying theological themes while honoring diversity among the authors.

### **Required Textbooks**

1. Thielman, Frank. *Theology of the New Testament: A Canonical and Synthetic Approach*. Grand Rapids: Zondervan, 2005.
2. A copy (digital or hardcopy) of the New Testament. Students with a knowledge of Greek may use a Greek New Testament or diglot, especially on projects.
3. The professor may post notes/handouts or link to articles throughout the semester that are required reading. Make sure to follow Canvas for all assignments.

## Recommended Reading

Students will receive handouts in class with selected bibliographies and recommended readings.

## Course Requirements and Assignments

1. **Weekly reading and reading summaries/notes (30%):** Each class, students will be assigned readings from the textbook. Students should complete the reading before class and a reading summary on the assigned reading will be due each week. 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. **Projects (65%):** Students will complete six Biblical-Theological projects 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/or class discussions. The projects count for 65% of the final grade (10% each, with the sixth counting 15%).
3. **Class participation (5%):** Students are expected to be present and attentive during class time. Upper-level students are expected to be involved and engaged in class and come prepared to discuss the assigned reading and/or project. Class participation points are awarded based on attendance (see attendance policy) and appropriate class interaction. Class participation counts for 5% of the final grade but see the attendance policy regarding excessive absences.

## Course/Classroom Policies and Information

1. Be present, attentive, and respectful during class time. Be on time for class and remain for the entire class period. See class attendance section for details.
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. Arrive on time and leave the classroom for emergencies only. Participate in discussions with the whole class.
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.
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. **I do not accept late assignments in upper levels classes (300 level or above).**
8. You are required to follow any health and safety guidelines set by the college while in our classroom.
10. The college is allowing remote work only for students approved through Student Services. Otherwise, students should be physically present for on-campus courses. If you are approved for remote work: Join the Zoom call at least five minutes early to address any issues. Join with your video on. Be prepared to navigate Canvas and Zoom, print materials, and scan and upload assignments when necessary.
11. Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

## **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.

Class attendance is important for individual students and the entire classroom ethos. More than four absences will negatively impact your grade.

## **Campus Closure**

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

			Grade Definitions
A	93-100	4.0 grade points per semester hour	Exceptional, Superior Work
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	Above Average Work
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	Average Work
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	Below Average Work
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	
			Unacceptable

## 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.

A note from your professor: Plagiarism includes submitting work generated by an artificial intelligence program.

## **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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More

information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

	Date	Topic	Reading	Assignment
	Mon/1-16	MLK day—no class		
1	Weds/1-18	Class intro	Syllabus	Read Syllabus
2	Mon/1-23	Intro to NT Theology	Preface/Introduction	
3	Weds/1-25	Intro to NT Theology	Other reading (see Canvas)	RS, Week 2
4	Mon/1-30	Gospels & Acts	Ch 2 (Gospel Intro)	
5	Weds/2-1	Gospels & Acts	Ch 3-4 (Mk/Mt)	RS, Week 3
6	Mon/2-6	Gospels & Acts	Ch 5 (Lk-Acts)	
7	Weds/2-8	Gospels & Acts	Skim ch 6 (GJn), read ch 7 (Gospels, summary)	RS, Week 4
8	Mon/2-13	Synoptics project		Project 1
9	Weds/2-15	Acts project		Project 2
10	Mon/2-20	Paul	ch 8 (Paul, intro); ch 22 (Paul, summary)	
11	Weds/2-22	Paul	*Ch 9, 10 (Thess) Ch 11 (Gal)	RS, Week 6
12	Mon/2-27	Paul	*Ch 12, 14 (Cor) & Ch 15 (Rom)	
13	Weds/3-1	Paul	Ch 13 (Phil) and 18 (Eph)	RS, Week 7
14	Mon/3-6	Paul	Ch 16 (Col) and 17 (Philem)	
15	Weds/3-8	Paul	Ch 19-21 (Pastorals)	RS, Week 8
	Mar 13-17 Spring Break			
16	Mon/3-20	Paul project		Project 3
17	Weds/3-22	GE	Ch 23 (GE intro)	RS, Week 9
18	Mon/3-27	GE	Ch 33 (GE conclusion)	
19	Weds/3-29	GE	Ch 24 (James), 31 (Hebrews)	RS, Week 10
20	Mon/4-3	GE project		Project 4
21	Weds/4-5	GE	Ch 25 (Jd), ch 26 (2 Pt), ch 30 (1 Pt)	RS, Week 11
22	Mon/4-10	John	Ch 6 (GJn)	
23	Weds/4-12	John	Ch 27-29 (Letters of John)	RS, Week 12
24	Mon/4-17	John project		Project 5
25	Weds/4-19	John	Ch 32 (Rev)	RS, Week 13
26	Mon/4-24	NT Theology	Ch 34	
27	Weds/4-26	NT Theology	Other reading	RS, Week 14
28	Mon/5-1	NT Theology		Project 6
29	Weds/5-3	NT Theology	Optional reading	
30	Mon/5-8	NT Theology	No reading—exam week	
	Weds/5-10			

**Appendix 1:**  
**NT380 Assignment Details**

1. **Weekly reading summaries (30%):** Students have reading assigned for each class and reading summaries due each week. Follow these suggestions and instructions to complete these weekly assignments.
  - a. Reading academic books is challenging and students tend to forget the main points. Use this assignment to avoid that pitfall.
  - b. When you are reading, focus on the main points and the overall argument of a chapter and underline or mark them. You may even make notes or write questions in the margin of the book.
  - c. Content and format:
    - i. Create a document with a heading that includes (1) your name, (2) the date and reading assigned for that week; and (3) the percentage of reading completed before class.
    - ii. Then, write a short, informal summary of the content of the reading assigned (this can be paragraph form, outline form, or just simple notes). The goal of the assignment is to help you, the student, remember the content and discuss it with others. Work on summarizing a chapter in one to two paragraphs or with a brief outline using major categories/descriptors.
    - iii. Finally, conclude with a short reflection on the reading (is there something you have a question about, something you disagree with, something you found interesting?).
    - iv. The total 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.* While informal, these notes should be readable and use correct spelling.
  - d. **\*\*Be aware that the weekly written summary is due on the second class day (Wednesday) and includes the reading for both days, but the reading for Monday should be completed before that class day.**
  - e. There are points in the semester when we “split” the reading and you are only responsible for one part of the assigned reading. In these instances, you are only required to summarize the portion you have been assigned, though it is helpful to skim the other chapters.
  - f. I will drop the two lowest scores.
  
2. **Biblical-theological projects (65%):** Students will complete 6 projects. Students will receive detailed instructions for each project. Most research for the projects will come from the New Testament, but students may use the textbook and class discussions or do further research. If you use any source besides your own analysis of the biblical text, you should footnote correctly.
  - a. Follow the course schedule to note what week these projects are due. **Remember I do not accept late assignments in 300+ level classes.**
  - b. The projects cover topics related to various groups of texts: (1) Synoptics; (2) Lk/Acts; (3) Paul; (4) General Epistles; (5) John; (6) the theology of the New Testament.
  - c. Carefully read and follow the instructions for each project. These are formal writing assignments and should reflect thoughtful analysis and synthesis communicated with appropriate grammar and spelling.