



On-Campus Course Syllabus
NTS 502 L1
New Testament Introduction II
Spring 2023

Class Information

Day and Time: Wednesday, 8:00 – 10:45 AM

Room Number: E205

Contact Information

Instructor Name: Joshua Hebert

Instructor Email: jhebert@criswell.edu

Instructor Phone: 214-293-1612

Instructor Office Hours: By appointment

Course Description and Prerequisites

An advanced study of the books of Romans through Revelation, emphasizing problems of interpretation and the contribution of these books to biblical theology and godly Christian living.

Course Objectives

At the end of the course, the student should be able to:

1. Discuss the introductory issues of the New Testament books of Romans through Revelation, such as their authorship, date, occasion, purpose, and other relevant critical issues.
2. Utilize the tools and methods currently employed in New Testament studies.
3. Discuss the current state of New Testament research in the New Testament books of Romans through Revelation, with special attention to one topic within the field.
4. Summarize the contents of Romans through Revelation.
5. Identify the primary theological emphases of Romans through Revelation.
6. Apply the contents of the New Testament books of Romans through Revelation to the student's life.

Required Textbooks

Burge, Gary and Gene Green. *The New Testament in Antiquity: A Survey of the New Testament within Its Cultural Context*. Second Edition. Grand Rapids: Zondervan Academic, 2020. (ISBN: 978-0310531326)

Gupta, Nijay K. *A Beginner's Guide to New Testament Studies: Understanding Key Debates*. Grand Rapids: Baker Academic, 2020. (ISBN: 978-1540962713)

A printed copy of the New Testament in one of these translations: NASB, NIV, CSB, ESV, or NRSV.

A few pdfs that will be uploaded to Canvas.

Recommended Reading

deSilva, David A. *An Introduction to the New Testament: Contexts, Methods, & Ministry Formation*. Second Edition. Downers Grove: IVP, 2018. (ISBN: 978-0830852178)

McKnight, Scot, and Nijay K. Gupta. *The State of New Testament Studies: A Survey of Recent Research*. Grand Rapids: Baker Academic, 2019. (ISBN: 978-0801098796)

Wright, N.T., and Michael T. Bird. *The New Testament in Its World*. Grand Rapids: Zondervan Academic, 2019. (ISBN: 978-0310499305)

Course Requirements and Assignments

1. Reading (15%): Students are expected to complete all assigned reading. The student should read the chapters from *NTA* and all distributed pdfs according to the schedule below. The student is required to read the Biblical books of Romans through Revelation *twice* during the course of the semester (timing is flexible, but it is preferable for one reading to be *before* the text is discussed and the other reading *after* it is discussed in class); students may employ a substitute translation (as approved by the professor) for the second reading. Students must submit their reading report (a one question “quiz” asking how much of the reading the student completed) on Canvas by 11:00 PM (CST) on **May 10**. FOR GRADUATING STUDENTS: ALL ASSIGNMENTS ARE DUE BY APRIL 19!
2. Quizzes (20%): Students will take weekly quizzes over the assigned reading in *The New Testament in Antiquity*. These quizzes will be *open book* and should be taken in conjunction with the assigned reading. All quizzes are available at the start of the semester; each week’s quiz must be completed by 8:00 AM (CST) on the day in which we will discuss the chapter (see schedule below). The lowest two scores will be dropped.
3. Participation (15%): after completing the required readings, students are expected to be able to discuss the topics at hand with an emphasis on critical evaluation. As such, regular and thoughtful participation in class discussion is required of all students.
4. Book Review (20%): Students will prepare a 5–6 page book review covering chapters 5–8 and 10–13 of Gupta’s *Beginner’s Guide to New Testament Studies*. The paper should be organized in this way: three pages should be committed to summary, one to two pages to evaluation, and one page to synthesis. This review is due by 11:00 PM (CST) on **April 19**.
5. Research Paper (30%): Students will write a 12–15 page research paper over a relevant topic within New Testament studies. This paper must be an original product of the student, have a clear thesis statement, and demonstrate appropriate research in the field. Topics should be approved by the professor no later than **February 22**. A draft outline of the paper must be turned in by **March 29**; this will account for 10% of the paper grade (3% of the total class grade). Students are *highly* encouraged to submit the finished paper early; if they choose to do so then they may re-submit a revised version of the paper by the final due date. Final submissions are due by 11:00 PM (CST) on **May 10 (April 19 for graduating students)**.

Course/Classroom Policies and Information

All assignments are due by the deadlines listed in this syllabus. Any late submissions will be docked one letter grade per day. Any exceptions to this policy are at the professor's discretion and must be granted *before* the deadline.

Students may record class sessions, though these should not be distributed without the professor's permission.

Computers are allowed to be employed during class. *Please* use them appropriately and for class purposes only. Cell phone use should be avoided.

Fellow students should be treated with respect and dignity. Critical evaluation of our readings, lectures, and discussions will be welcomed, but it should always be carried out in a spirit of generosity toward our dialogue partners.

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.

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

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. 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. 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

Week	Date	Topic	Reading and Assignments
1	January 18	Introduction to course and syllabus; introduction to New Testament studies; introduction to Roman world	NTA Chapters 2 & 4 (NO QUIZ!)
2	January 25	Introduction to Paul; Galatians	NTA Chapters 13 and 14
3	February 1	1 and 2 Thessalonians	NTA Chapter 15
4	February 8	1 Corinthians	NTA Chapter 16
6	February 15	2 Corinthians	NTA Chapter 17
7	February 22	Romans	NTA Chapter 18 Research paper topic due!
8	March 1	Colossians and Ephesians	NTA Chapter 19
9	March 8	Philippians and Philemon	NTA Chapter 20
10	March 15	SPRING BREAK — NO CLASS!	
11	March 22	The Pastoral Epistles	NTA Chapter 21
12	March 29	Hebrews	NTA Chapter 22 Research Paper outline due!
13	April 5	James	NTA Chapter 23
14	April 12	1 and 2 Peter, Jude	NTA Chapter 24
15	April 19	Johannine Epistles	NTA Chapter 25 Book Review due! ASSIGNMENTS DUE FOR GRADUATING STUDENTS
16	April 26	Revelation	NTA Chapter 26
17	May 3	Revelation (cont.)	
18	May 8 – 12	FINALS WEEK — NO CLASS!	Research paper due (May 10)! Reading report due (May 10)!

Selected Bibliography

NT Introductions, History of Interpretation, Canon, and General Reference

- Baird, William. *History of New Testament Research*. 3 volumes. Minneapolis: Fortress, 1992-2013.
- Beale, G. K. and D. A. Carson, *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic, 2007.
- Blomberg, Craig L and Jennifer F. Markley. *A Handbook of New Testament Exegesis*. Grand Rapids: Baker, 2010.
- Carson, D. A. and Douglas J. Moo. *An Introduction to the New Testament*. Second edition. Grand Rapids: Zondervan, 2005.
- deSilva, David A. *An Introduction to the New Testament: Contexts, Methods, & Ministry Formation*. Second Edition. Downers Grove: IVP, 2018.
- Evans, Craig A. and Stanley E. Porter, eds. *Dictionary of New Testament Background: A Compendium of Contemporary Biblical Scholarship*. Downers Grove: IVP, 2000.
- Ferguson, Everett. *Backgrounds of Early Christianity*. Third edition. Grand Rapids: Eerdmans, 2003.
- McKnight, Scot, and Nijay K. Gupta. *The State of New Testament Studies: A Survey of Recent Research*. Grand Rapids: Baker Academic, 2019.
- Metzger, Bruce. *The Canon of the New Testament: Its Origin, Development, and Significance*. Oxford: Clarendon, 1997.
- Neill, Stephen and N. T. Wright. *The Interpretation of the New Testament, 1861-1986*. Second edition. Oxford: Oxford University Press, 1988.
- Patzia, Arthur G. *The Making of the New Testament: Origin, Collection, Text & Canon*. Downers Grove: IVP Academic, 2011.
- ### Pauline Studies
- Dunn, James D. G. *The New Perspective on Paul: Collected Essays*. Grand Rapids: Eerdmans, 2008.
- Fee, Gordon. *Pauline Christology: An Exegetical-Theological Study*. Peabody: Hendrickson, 2007.
- Hawthorne, Gerald F. and Ralph P. Martin, eds. *Dictionary of Paul and His Letters*. Downers Grove: IVP, 1993.
- Hays, Richard. *Echoes of Scripture in the Letters of Paul*. New Haven: Yale University Press, 1993.
- Hengel, Martin and Anna Maria Schwemer. *Paul between Damascus and Antioch: The Unknown Years*. Louisville: John Knox, 1997.
- Meeks, Wayne. *The First Urban Christians: The Social World of the Apostle Paul*. Second edition. New Haven: Yale University Press, 2003.

Moo, Douglas J. *A Theology of Paul and His Letters: The Gift of the New Realm in Christ*. Grand Rapids: Zondervan Academic, 2021.

Riesner, Rainer. *Paul's Early Period: Chronology, Mission Strategy, Theology*. Translated by D. Stott. Grand Rapids: Eerdmans, 1998.

Sanders, E. P. *Paul and Palestinian Judaism: A Comparison of Patterns of Religion*. London: SCM, 1977.

Schreiner, Thomas R. *Interpreting the Pauline Epistles*. Second edition. Grand Rapids: Baker Academic, 2011.

Wenham, David. *Paul: Follower of Jesus or Founder of Christianity?* Grand Rapids: Eerdmans, 1995.

Westerholm, Stephen. *Perspectives Old and New on Paul: The "Lutheran" Paul and His Critics*. Grand Rapids: Eerdmans, 2004.

Wright, N. T. *Paul and the Faithfulness of God*. Minneapolis: Fortress, 2013.

_____. *Paul and His Recent Interpreters*. Minneapolis: Fortress, 2015.

Wright, N.T. and Michael T. Bird. *The New Testament in Its World*. Grand Rapids: Zondervan Academic, 2019.

Catholic Epistles

Bruce, F. F. *The Epistle to the Hebrews*. NICNT. Rev. ed. Grand Rapids: Eerdmans, 1990.

Bauckham, Richard. *James: Wisdom of James, Disciple of Jesus the Sage*. London: Routledge, 1999.

Davids, Peter H. *Commentary on James*. NIGTC. Grand Rapids: Eerdmans, 1982.

_____. *A Theology of James, Peter, and Jude: Living in the Light of the Coming King*. Grand Rapids: Zondervan, 2014.

Green, Gene L. *Jude and 2 Peter*. BECNT. Grand Rapids: Baker, 2008.

Jobes, Karen H. *1 Peter*. BECNT. Grand Rapids: Baker, 2005.

_____. *1, 2, & 3 John*. ZECNT. Grand Rapids: Zondervan, 2014.

Köstenberger, Andreas J. *A Theology of John's Gospel and Letters: The Word, the Christ, the Son of God*. Grand Rapids: Zondervan, 2009.

Martin, Ralph P., ed. *Dictionary of the Later New Testament and Its Developments*. Downers Grove: IVP, 1997.

Revelation

Aune, David E. *Revelation*. 3 volumes. WBC. Nashville: Thomas Nelson, 1997–1998.

Bauckham, Richard. *The Theology of the Book of Revelation*. Cambridge: Cambridge University Press, 1993.

Koester, Craig R. *Revelation: A New Translation with Introduction and Commentary*. Anchor Yale Bible. New Haven: Yale, 2015.

Kraybill, J. Nelson. *Apocalypse and Allegiance: Worship, Politics, and Devotion in the Book of Revelation*. Grand Rapids: Brazos, 2010.