



On-Campus Course Syllabus

NTS101.L1

New Testament Survey 1

Spring 2025

Class Information

Day and Time: Tuesday and Thursday, 12:15-1:30

Room Number: E208

Contact Information

Instructor Name: Dr. Terri Moore

Instructor Email: tmoore@criswell.edu

Instructor Phone: 214.818.1314

Instructor Office Hours: Tuesdays, 9:00-11:00 am; Wednesdays, 1:30-3:30 pm

Course Description and Prerequisites

A brief survey of intertestamental history, an introduction to the canon and text of the New Testament, and an introduction to the historical background and content of the Gospels and Acts.

Course Objectives

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

1. Outline important events, people, and social groups in Palestine from 586 BC to AD 70 and explain their significance to the study of the New Testament, with special focus on 323 BC to AD 40.
2. Summarize introductory issues related to the Gospels and Acts and issues related to the NT canon.
3. Describe the content, structure, and major themes of each of the Gospels and Acts.
4. Assess the value of the Gospels and Acts for personal spiritual growth and church vitality.

Required Textbooks

1. The New Testament (an English translation or your first language).
2. N. T. Wright and Michael Bird. *The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians*. Zondervan, 2019. ISBN: 978-0-310-49930-5 (Ebook or hardcopy is acceptable, but note that assignments include page numbers of the hardcopy.)
3. The professor will post notes or link to articles occasionally throughout the semester that are required reading. Make sure to follow Canvas for all assignments.

Recommended Reading

1. James C. VanderKam. *An Introduction to Early Judaism*. Grand Rapids: William B. Eerdmans, 2001.
2. Darrel Bock and Ben Simpson. *Jesus the God-Man: The Unity and Diversity of the Gospel Portrayals*. Grand Rapids: Baker, 2016.

Course Requirements and Assignments

1. **Weekly reading and quizzes/writing (45%):** Students will be assigned reading for each class period and weekly writing assignments connected to the reading. These assignments are designed to guide the student in summarizing, absorbing, and reflecting on the reading. Each week's assignment will be posted on Canvas and may include questions or writing prompts in a Canvas quiz. The writing assignments will be "open-book" and are due **by class time** on Thursdays. The lowest two grades will be dropped.
2. **Exam 1 (20%):** The exam comes after the first unit and covers intertestamental history, Jewish context, and Jewish literature. Students will be provided a detailed study guide and the specifics will be discussed in class.
3. **Exam 2 (25%):** The second exam will be taken during finals week and covers the material from the second unit (Canon, Gospels, and Acts). Students will be provided a detailed study guide, and the specifics will be discussed in class.
4. **Class participation (10%):** Students are expected to be present and attentive during class time. 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. *This is a significant portion of your grade—class attendance is important.* See the course policies below—students with excessive absences lose these points and thus drop a letter grade for the course.

Course/Classroom Policies and Information

1. **In the Classroom**
 - a. Be present, attentive, and respectful during class time.
 - b. Silence all devices during class time and put away distractions (social media, games, etc.). Please only respond to emergency messages or calls.
 - c. **Arrive on time and leave the classroom for emergencies only.** Participate in whole class discussions rather than comment to your neighbor. If you neglect points a, b, and/or c, you've likely lost class participation points.
 - d. 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.
 - e. You are required to follow any health and safety guidelines set by the college while in our classroom.
2. **Class attendance in NTS101:**
 - a. You are an important part of our class; at the same time, I recognize that life happens.
 - b. I give you up to three absences for emergencies (sickness, doctor appointments, etc.). Students may use these three absences without contacting the professor and without impact on the class participation grade. Excessive absences beyond these three, tardies, or early exits from class will impact the student's grade.
 - c. **Three tardies equal one absence. More than six absences will result in a full letter grade reduction of the final grade.**

3. *Preparing for Class/Completing Assignments*

- a. **Follow Canvas and the Syllabus carefully for daily assignments and course schedule.**
 - b. If uploading assignments to Canvas, use scanned/PDF documents or Microsoft Word documents rather than JPEG or pictures.
 - c. **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. **I do not accept late quizzes.**
 - d. Pay careful attention to **the college's Academic Honesty policy and the course AI policy below.** All work done in this course should be your own. You may not work with other students to complete individual work in this course nor should you turn in work an artificial intelligence program has generated or composed. Breaking these policies may result in failure of the assignment or the entire course.
4. 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 exhibit 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 (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,

- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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.

Course Policy on the use of Artificial Intelligence (AI)

In regard to AI use, students should abide by the following standards:

- You may not use AI to generate text or compose assignments.
- You may use AI-related tools to help edit and improve work that you have written.
 - Spellcheck and grammar checks (often built into word-processing software).
 - AI re-writing tools – tools that take your writing and make suggestions for clarity, such as what Grammarly offers. I suggest using these sparingly and wisely.
- You may use AI-related tools to help find sources. Again, be wise and learn how to use AI to find the best sources for your project.

Remember, *you* are the product of your education—you are becoming a deeper thinker and a more effective communicator. In this class, your goal is to learn a particular skill or acquire important information. While you are a student, work to cultivate your skills in thinking and writing, using AI only sparingly as a tool to improve your skills than replace important steps in your development.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Day	Date	Topic	Reading Assignment **always check Canvas for details**
1A	1-21	Syllabus/Introduction	Syllabus
1B	1-23	Intertestamental History: Babylon & Persia	1. 2 Kings, ch 24—25 2. 2 Chron 36:1-23 3. Daniel, ch 1, ch 5, and 6:28 4. Ezra, ch 1 5. Nehemiah, ch 1—2
2A	1-28	Intertestamental History: Greek	Wright/Bird, ch. 5, pp 86-94
2B	1-30	Intertestamental History: Greek and Hasmonean	1 Maccabees ch 1—4, ch 8, 14:35-49 (The rest of 1 Macc and 2 Macc is optional) *see Canvas for links to these
3A	2-4	Intertestamental History: Hasmonean and Roman	Wright/Bird, ch. 5, pp 94-107
3B	2-6	Intertestamental History: Roman	see Canvas for links to reading
4A	2-11	Jewish Context & Literature	Wright/Bird, ch 6, all
4B	2-13	Jewish Context & Literature	Wright/Bird, ch 7, pp 164-169 see Canvas for links to reading
5A	2-18	Jewish Context & Literature	see Canvas for links to reading
5B	2-20	review and/or catch up	see Canvas for links to reading
6A	2-25	EXAM 1	Exam day: no reading
6B	2-27	Canon & NT text	Wright/Bird, ch 36 (ch 35 is optional)
7A	3-4	Intro to the Gospels	Wright/Bird, ch 28
7B	3-6	Intro to the Gospels	Wright/Bird, ch 1-2 (ch 3-4 is optional)
8A	3-11	Mark pt 1	Wright/Bird, ch 24
8B	3-13	Mark pt 2	Mark 1:1—8:26
Mar 17-21 SPRING BREAK, no class			

9A	3-25	Mark pt 3	Mark 8:27—16:8; 16:8-20
9B	3-27	Matthew, pt 1	Wright/Bird, ch 25, pp 578-593; Matthew 1—7
10A	4-1	Matthew, pt 2	Wright/Bird, ch 25, pp 593-603; Matthew 8—28
10B	4-3	Review Mark and Matthew	Review day, no reading
11A	4-8	Luke, pt 1	Wright/Bird, ch 26, pp 604-621; Luke 1—9:50
11B	4-10	Luke, pt 2	Wright/Bird, ch 26, pp 621-628; Luke 9:51—24:53
12A	4-15	Acts, pt 1	no reading
12B	4-17	Acts, pt 2	Wright/Bird, ch 26, pp 628-636; Acts 1—12
13A	4-22	Acts, pt 3	Wright/Bird, ch 26, pp 636-647; Acts 13—28
13B	4-24	Review Lk/Acts	no reading
14A	4-29	John pt 1	Wright/Bird, ch 27, pp 648-672; John 1—12
14B	5-1	John pt 2	Wright/Bird, ch 27, pp 672-679 John 13—21
15A	5-6	Review/Catch up day, John	no reading due
15B	5-8	Review Gospels/Acts	no reading due
Finals week May 12-16		Exam week	EXAM 2