



On-Campus Course Syllabus

NTS380:L1

Theology of the New Testament

Spring 2025

Class Information

Day and Time: Mondays/Wednesdays, 9:30-10:45 am

Room Number: E207

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 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 students 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 synthesize a wholistic theology of the New Testament, describing major unifying theological themes while honoring diversity among the authors.
5. Begin to apply the theology of the New Testament to their life and ministry, by allowing the text to challenge thought processes and behaviors.

Required Textbooks

1. Thielman, Frank. *Theology of the New Testament: A Canonical and Synthetic Approach*. Grand Rapids: Zondervan, 2005. (digital or hardcopy is acceptable)
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 report (30%):** Each class day, students will be assigned readings from the textbook. Students should complete the reading before class. See separate handout in the appendix for details of how this is reported/graded. The lowest four 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% for each project, with the final counting 15%).
3. **Class participation (5%):** Upper-level students are expected to not only be present, but involved and engaged in class. Class participation points are awarded based on attendance (see attendance policy) and appropriate class interaction.

Course/Classroom Policies and Information

****For upper-level courses (300 and above), I expect students to be curious and committed and prepared to discuss the assigned reading and/or project of the day. Review the following policies:**

1. **In the Classroom:**
 - a. Be present and attentive and respectful to both the professor and fellow students 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.
 - 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. **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. **I do not accept late assignments in upper-level courses (300 or above). Plan accordingly.**
 - d. Pay careful attention to **the college’s Academic Honesty policy and the course AI policy below.** All work completed 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.
3. **Attendance in NTS380:** Since this is a NT theology class, your voice and input are valued. Class attendance is important for individual students and the entire classroom ethos. More than four absences will negatively impact your class participation grade. More than six absences will incur more serious grade penalties.
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

			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.

Course Policy on the use of Artificial Intelligence (AI)

Regarding AI use *in this course*, 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

	Date	Topic	Reading (Thielman)	Assignment
	Mon/1-20	MLK day—no class		
1	Weds/1-22	Class intro	Syllabus, Preface	
2	Mon/1-27	Intro to NT Theology	Ch 1	
3	Weds/1-29	Intro to NT Theology/Gospels	Other reading (see Canvas) Ch 2	
4	Mon/2-3	Gospels & Acts: Mk	Ch 3	
5	Weds/2-5	Gospels & Acts: Mt	Ch 4	
6	Mon/2-10	Gospels & Acts: Lk	Ch 5	
7	Weds/2-12	Gospels & Acts: Acts	Ch 6: Read only intro/conclusion (pp 150; 179-80) & read section headings	
8	Mon/2-17	Gospels & Acts	read ch 7	
9	Weds/2-19	Synoptics/Acts project	none	Syn/Acts project (due Sat)
10	Mon/2-24	Paul	ch 8	
11	Weds/2-26	Paul	*Ch 9, 10, 11	
12	Mon/3-3	Paul	*Ch 12, 15	
13	Weds/3-5	Paul	*Ch 13, 14, 18	
14	Mon/3-10	Paul	Ch 16, 17	
15	Weds/3-12	Paul	Ch 19-21	
	Mar 17-21 Spring Break			
16	Mon/3-24	Paul project	ch 22	Paul Project (due at class)
17	Weds/3-26	GE Intro	Ch 23	
18	Mon/3-31	GE: James	Ch 24	
19	Weds/4-2	GE: Jd, 2 Pet	Ch 25, 26	
20	Mon/4-7	GE: John, Letters	Ch 27, 28, 29	
21	Weds/4-9	GE: 1 Peter	Ch 30	
22	Mon/4-14	GE: Hebrews	Ch 31	
23	Weds/4-16	GE project	Ch 33	GE Project (due Sat)
24	Mon/4-21	John: Gospel	Ch 6	
25	Weds/4-23	John: Letters	Review Ch 27-29 (no report due)	
26	Mon/4-28	John: Revelation	Ch 32	
27	Weds/4-30	John project	none	John Project (due Sat)
28	Mon/5-5	NT Theology	Ch 34	
29	Weds/5-7	NT Theology	none	
30	Mon/5-12	NT Theology	Scripture Project	Scripture Project (due at class)
Final project due by Thurs/5-15 11:59 pm				

Appendix 1:
NT380 Assignment Details

1. **Daily reading (30%):** Students have reading assigned for each class and a reading report due EACH DAY.
 - a. Reading academic books is challenging and students tend to forget the main points. When you are reading, focus on the main points and the overall argument of a chapter and underline or mark them. Pay attention to introductory and concluding sections. You may even make notes or write questions in the margin of the book.
 - b. The reading and reports are graded “contract-style.” See the rubric:

Grade Definitions		
A	93-100	<ul style="list-style-type: none"> • Read 100% of the reading for that class period carefully so as to be prepared for class discussion. • Write at least 4 thoughtful questions and/or observations about the reading. These should be complete sentences, appropriate grammar, spelling, etc.
A-	90-92	<ul style="list-style-type: none"> • Read 100% of the reading for that class period carefully so as to be prepared for class discussion. • Write at least one thoughtful question and/or observation about the reading. This should be complete sentence/s, appropriate grammar, spelling, etc.
B	86	<ul style="list-style-type: none"> • Read 100% of the reading for that class period carefully so as to be prepared for class discussion. • Report your completion of the reading (100% complete).
C/C-	70-73	<ul style="list-style-type: none"> • Read between 50% and 99% of the reading for that class period • OR skim the chapter. (Skim = read the introduction and summary of the chapter and the first and last paragraph of every section.) • Report your percentage or that you skimmed.
D-	60-62	<ul style="list-style-type: none"> • Read between 25%-49% of the reading for that class period. • Report your percentage.
F	0-59	<ul style="list-style-type: none"> • Read 0%-24% of the reading for that class period. • Report your reading if it is more than 0%.

- c. When reporting your reading:
 - First report the grade for which you are contracting.
 - For any A grade, include the writing required.
 - For B, C, D, and F grades simply report the percentage complete or that you skimmed according to my instructions.
 - If you are not doing the reading for that class period and contracting for a zero, there is no need to report anything.
- d. I will drop the four lowest scores for your reading reports.
- e. During the unit on Paul, the reading gets heavy, and we split it among the students. You are only responsible for reporting your portion of the reading on those days. (More information during class.)

- 2. Biblical-theological projects (65%):** Students will complete 6 projects. Students will receive detailed written instructions for each project. Most research for the projects should come from the New Testament, but students may use the textbook and class discussions. If you use any source besides your own analysis of the biblical text, you should footnote correctly. If you choose to use a source, it must be a scholarly work.
- 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 these topics: (1) Synoptics & Acts; (2) Paul; (3) General Epistles; (4) John; (5) Scripture collection; (6) the theology of the New Testament (counts 15%).
 - 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.