



Course Syllabus

NTS101.L1

New Testament Survey 1

Fall 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, 9:00-11:00 am

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 and/or writing prompts in a Canvas quiz. The quizzes 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, attentive, and involved during class time. Class participation points are awarded based on attendance (*see course policies*) 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 class participation 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. **I do not accept late quizzes.** I drop your two lowest quiz scores. Plan ahead.
- 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 quizzes 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.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
 - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all “live” (synchronous) class sessions

Important Note:

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.

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 regards to the use of AI in this course students should abide by the following standards.

AI-related functions you **MAY NOT USE**:

- Text Generation – You **may not** use AI to generate text, answers to questions, or to compose assignments.
- Outline Generation – You **may not** use AI to generate an outline for an assignment.

AI-related tools you **MAY USE**:

- Spellcheck and grammar – built into programs like Word, Pages, and Google Docs.
- AI re-writing tools – tools that take your writing and make suggestions for clarity, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper. *I suggest using these sparingly* and you should keep the original draft of your work before editing it with any AI program.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.) Again, be wise and learn how to use AI to find the best sources for your project.

A note from Dr. Moore on AI use: 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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building. For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Day	Date	Topic	Reading Assignment **always check Canvas for details**
1A	8/19	Syllabus/Introduction	Syllabus
1B	8/21	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	8/26	Intertestamental History: Greek	Wright/Bird, ch. 5, pp 86-94
2B	8/28	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	9/2	Intertestamental History: Hasmonean and Roman	Wright/Bird, ch. 5, pp 94-107
3B	9/4	Intertestamental History: Roman	see Canvas for links to reading
4A	9/9	Jewish Context & Literature	Wright/Bird, ch 6, all
4B	9/11	Jewish Context & Literature	Wright/Bird, ch 7, pp 164-169 see Canvas for links to reading
5A	9/16	Jewish Context & Literature	see Canvas for links to reading
5B	9/18	review and/or catch up	see Canvas for links to reading
6A	9/23	EXAM 1	Exam day: no reading
6B	9/25	Canon & NT text	Wright/Bird, ch 36 (ch 35 is optional)
7A	9/30	Intro to the Gospels	Wright/Bird, ch 28
7B	10/2	Intro to the Gospels	Wright/Bird, ch 1-2 (ch 3-4 is optional)
8A	10/7	Mark pt 1	Wright/Bird, ch 24
8B	10/9	Mark pt 2	Mark 1:1—8:26
October 13-17 STUDENT DEVELOPMENT WEEK, no class			

9A	10/21	Mark pt 3	Mark 8:27—16:8; 16:8-20
9B	10/23	Matthew, pt 1	Wright/Bird, ch 25, pp 578-593; Matthew 1—7
10A	10/28	Matthew, pt 2	Wright/Bird, ch 25, pp 593-603; Matthew 8—28
10B	10/30	Luke, pt 1	Wright/Bird, ch 26, pp 604-621; Luke 1—9:50
11A	11/4	Luke, pt 2	Wright/Bird, ch 26, pp 621-628; Luke 9:51—24:53
11B	11/6	Acts, pt 1	no reading
12A	11/11	Acts, pt 2	Wright/Bird, ch 26, pp 628-636; Acts 1—12
12B	11/13	Acts, pt 3	Wright/Bird, ch 26, pp 636-647; Acts 13—28
13A	11/18	John pt 1	Wright/Bird, ch 27, pp 648-672; John 1—12
13B	11/20	John pt 2	Wright/Bird, ch 27, pp 672-679 John 13—21
Nov 24-28 Thanksgiving Break—No classes			
14A	12/2	catch up and review	no reading or quizzes
14B	12/4	catch up and review	no reading or quizzes
Finals week		Exam week December 9-12	EXAM 2