

Spring 2024

Instructor title and name: Prof. Jonathan Manning	Instructor phone: 626-236-0008 (my personal cell)	
Office location and hours: Salomon 103; by appointment	Instructor email: jmanning@pointloma.edu	
Meeting times/days:	(sec 4: 8:30a-9:25a MWF)	(sec 5: 11:00a-11:55a MWF) (sec 6: 1:30p-2:55p MWF)
Meeting location:	(sec 4: Rohr Hall 109)	(sec 5: Rohr Hall 109) (sec 6: Fermanian 104)
Final Exam:	(sec 4: Wed, 5/1, 7:30a-10:00a)	(sec 5: Fri, 5/3, 10:30p-1:00p) (sec 6: Mon, 4/29, 1:30p-4:00p)

PLNU MISSION: TO TEACH ~ TO SHAPE ~ TO SEND

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

FOUNDATIONAL EXPLORATIONS MISSION

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

COURSE DESCRIPTION

Within the context of Christian origins, an overview of the canonical literature of the New Testament with special attention to its literary history and theological themes.

COURSE LEARNING OUTCOMES

1. Identify the historical context of the New Testament.
2. Articulate the unity of the New Testament in its canonical context within the diverse literature of the Christian canon.
3. Articulate and appreciate the ways in which the Bible, understood as given by divine inspiration, functions as the church's central norm for Christian discipleship, faith, and practice.
4. Articulate the basic content of the books of the New Testament and the methods appropriate to the interpretation of these books.

REQUIRED TEXTS

Coogan, Michael D., ed. *The New Oxford Annotated Bible: New Revised Standard Version with the Apocrypha*, 5th ed. New York: Oxford University Press, 2018. ISBN 978-0190276089.

Longenecker, Bruce W. *The Lost Letters of Pergamum: A Story from the New Testament World*. 2nd ed. Grand Rapids: Baker Academic, 2016. ISBN 978-0801097966.

Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*, 2nd ed. Grand Rapids: Baker Academic, 2018. ISBN 978-0801099601.

ASSESSMENT AND GRADING

Assignment Distribution by Points and Percentage:

Class Attendance and Participation	50 points	(9%)
Reading Quizzes.....	100 points	(18%)
Reading Journals	75 points	(14%)
Article Responses.....	75 points	(14%)
Unit Exams	150 points	(27%)
Class Final (Critical Response to <i>Lost Letters of Pergamum</i>).....	100 points	(18%)
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TOTAL POINTS.....	550 points	(100%)

Grading Scale:	89%-87% = B+	79%-77% = C+	69%-67% = D+	
100%-93% = A	86%-83% = B	76%-73% = C	66%-63% = D	59%-0% = F
92%-90% = A-	82%-80% = B-	72%-70% = C-	62%-60% = D-	

Assignment Details:

Class Attendance and Participation (worth 50 points total; 25 for attendance, 25 for participation):

Class Attendance (25 points): From the PLNU Attendance Policy: "Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement." See Academic Policies at <https://catalog.pointloma.edu>.

Total Class Sessions	~40 (1 session = 2.5% of total sessions)
Lateness	2 tardies will count as one unexcused absence. Please arrive to class on time.
Unexcused Absences	Unexcused absence # 1-3 : 7% of sessions missed. Does not count against attendance grade. Unexcused absence # 4-6 : 15% of sessions missed. Attendance grade reduced by 9 <u>per day</u> until =0. More than 10% of sessions (=5) missed for any reason: student attendance reported to vice provost More than 20% of sessions (=9) missed for any reason: student may be de-enrolled without notice
Excused Absences	No grade reduction. <u>Requires documentation from PLNU official</u> (e.g., EAC, Provost's office, etc.) and requires timely communication with professor either in advance of absence, or as soon as reasonably possible.
Perfect Attendance	Students with <u>zero tardies</u> and <u>zero unexcused absences</u> at the end of the semester will earn 1% of extra credit toward the final course grade (e.g., a course grade of 89% would boost to a 90%).

Class Participation (25 points): Class participation means arriving prepared to discuss assigned reading and other class material, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class. In this class you might not have the opportunity to speak up daily, but you should still come prepared to contribute something to discussion on a daily basis and contribute periodically. Participation also encompasses engaging in assigned tasks, maintaining focus, and avoiding distraction of self and others.

Q: What will earn me the maximum participation grade?

A: Speaking up in class (productively), asking questions, remaining on-task during group discussion, not distracting others

Q: What will reduce my participation grade?

A: Remaining quiet during most class sessions, never asking questions, distracting others, inappropriate use of technology

Reading Quizzes (worth 100 points total): Answer questions about the weekly assigned Bible/Powell reading.

Rationale: When used properly, open-book online reading quizzes (1) provide encouragement and accountability for completing the assigned class reading, (2) highlight and reinforce important ideas within the reading, while giving immediate feedback on areas of weakness, (3) make learning additionally durable by mixing (interleaving) previously-covered material throughout later quizzes, (4) shift quiz-taking time outside of scheduled class sessions, and most importantly, (5) create a lower-stress “free to try and fail” environment conducive to learning.

Instructions: Reading quizzes will be scheduled weekly in conjunction with assigned Bible/Powell reading. They are open-book and may be retaken as many times as desired up until the due date (note that quiz questions are drawn randomly from a question pool, so when you retake, you will likely see new questions). When a quiz is repeated, your highest score will always be remembered and recorded; a repeated quiz can never reduce your score. All quizzes are available on Canvas.

For Best Results:

- Read first, then quiz.
- Use quizzes first and foremost as a self-measurement tool.
- Quizzes are open book, but you’ll learn better by limiting use of books and relying more on your thinking/memory.
- With each question, take time to actively think about class content, and to make mental connections between topics.
- Learn from mistakes: incorrect responses show you where to revisit your reading and where to ask questions in class.
- Spaced repetition increases learning. Repeat a quiz at least two times across two separate days, regardless of score.
- Remember that the ultimate goal is to learn this content well—taking shortcuts to pass a quiz will not enable you to learn and remember the material for subsequent use (i.e., on the course’s written exams or in your life).

Reading Journals (worth 75 points total; 15 per journal, 5 total journals):

Instructions: In this class we have a wealth of different resources from which to learn. On a weekly basis, we will encounter some combination of Bible reading, Powell/Longenecker textbook reading, various scholarly articles, course module reading, and/or Bible Project videos. Five times during the semester when a Reading Journal assignment comes due, respond to one or more aspects of the week’s materials. There are multiple possible options for completing this assignment.

Written Journal. (Repeatable.) Compose and submit a minimum 400-word journal in which you respond to some of the given week’s class materials. What did you find interesting, enlightening, troubling, helpful/unhelpful (etc.) and why? Ask relevant questions that the reading raises in your mind. You **should not** try to comment exhaustively on everything in the week’s readings (that would be impractical/impossible); instead, choose several specific aspects that struck you personally and respond to those.

Drawing. (1x max per semester.) Draw or sketch an image or images inspired by the current week’s readings. How exactly you do this can remain loosely defined, but the drawing must be created by you. Write 100-200 words explaining the meaning/significance of what you have drawn in relation to our week’s materials. Submit both drawing and writing for credit. (Note: your artistic ability is not being evaluated.)

Create a Meme. (1x max per semester.) Create an original meme inspired by the current week’s readings. Write 100-200 words explaining the meaning/significance of the meme you created in relation to our week’s materials. Submit both meme and writing for credit.

Handwritten Scripture. (1x max per semester.) Choose a scriptural text from the current week’s reading spanning 10+ verses and create two handwritten copies of your text. Write 100-200 words reflecting on how slowing down to handwrite changed your experience of the text. Submit both handwritten images and writing for credit.

Oral Scripture Recitation. (1x max per semester.) Choose a scriptural text from the current week’s reading spanning 10+ verses and memorize it word-for-word. Arrange a custom time with me to recite your chosen text before/after class or during office hours. Tuesday deadline does not apply; no Canvas submission required.

Note: There will be eight “Reading Journal” due dates, and you may choose which five you complete for credit.

Article Responses (worth 75 points total; 25 per response, 3 total responses):

Instructions: Throughout the semester we will read a variety of scholarly pieces relevant to our weekly topics. Three times during the semester when an Article Response assignment comes due, compose and submit a minimum 620-word response to what you've read in the article. Strong responses will both briefly summarize key points from the reading and also critically reflect on and evaluate the author's ideas and assertions. What aspects of the author's argument most caught your attention? What was illuminating, or what was confusing? What questions did the reading raise in your own thinking, and what questions did the reading help you resolve? Make clear and specific points while demonstrating engagement with the article for best results.

Note: There will be six "Article Response" due dates, and you may choose which three you complete for credit.

Unit Exams (worth 150 points total; 75 per exam, 2 total exams):

Unit Exams will offer the chance to consolidate learning and make connections between class topics and ideas. Specific instructions and details will be given in class.

In-Class Essay Final: Critical Response to Longenecker's *Lost Letters of Pergamum*: (worth 100 points total):

Instructions: During the final exam period, write an in-class essay that demonstrates your understanding of the *Lost Letters* novel and your overall learning across our course content. In your essay, you will pursue the following goals:

1. Explain how *The Lost Letters* contributes to your understanding of ancient epistles.
2. Explain how *The Lost Letters* contributes to your understanding of the difference between traditional patronage and radical patronage, as we first learned about in Eric Heen's article.
3. Explain how *The Lost Letters* contributes to your understanding of the meaning and content of the Christian gospel, particularly in light of Celia Wolff's article on this topic.

Throughout your paper, demonstrate mastery of the underlying concepts and arguments of our class and of Longenecker's text for best results. Finally, please take comfort in the fact that this is a closed-book in-class writing assignment and will be evaluated as such; the overall goal is to demonstrate your knowledge and understanding, not to create a perfect writing specimen, a fancy research paper, etc. Have realistic expectations for yourself and prepare well for the task.

ACADEMIC ACCOMMODATIONS

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See PLNU's complete academic honesty policy under "Academic and General Policies" in the catalog: <https://catalog.pointloma.edu/>.

ARTIFICIAL INTELLIGENCE / AI TOOLS

We learn best when we take time to think about ideas, process them, deeply engage with them, make connections between them, talk about them with others, etc. The use of AI generators largely subverts and circumvents these ways of thinking and learning. Using AI tools at any point in the writing process also strongly increases the likelihood that a student's writing will be comingled with words and ideas from elsewhere, which is a form of plagiarism regardless of intent. AI tools have also repeatedly been shown to generate plausible-sounding but false, fabricated, or even nonsensical responses to user inputs. For these reasons, the use of AI tools such as ChatGPT is emphatically unwelcome in every aspect of this class. **Please do not use these tools, period.**

COPYRIGHT POLICY

PLNU, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

INCLUSIVE LANGUAGE AND BELONGING

PLNU faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking entails avoidance of stereotypes, demeaning terminology, and unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, language, marital status, national origin, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

For further discussion and specific examples of inclusive language, please visit the following academic websites:

- The APA Style Guide: Bias-Free Language
 - <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>
- The California State University Chancellor's Office: Diversity Style Guide
 - <https://www2.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx>

You may report an incident of bias using this form: https://cm.maxient.com/reportingform.php?PointLoma&layout_id=5

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, accommodations and resources are available through the Title IX Office: <http://pointloma.edu/Title-IX>. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services (counselingservices@pointloma.edu) or find a list of campus pastors at <http://pointloma.edu/Title-IX>.

USE OF TECHNOLOGY / SCREEN DEVICES

Outside of class sessions: it is essential that students use technology—including the Canvas website and PLNU gmail accounts—to communicate with the instructor and classmates and to complete assigned work. Please check your email daily.

During class sessions: screen devices such as phones, tablets, and laptops will occasionally be used in class at the direction of the instructor (e.g., for evaluative purposes). Outside of these specific instances, technology such as phones, tablets, laptops, airpods, and/or other screen or headphone devices, etc. should not be operated during class, due to their powerful capacity to distract both the user and those in proximity to the user. Unauthorized use of technology in class may result in loss of participation or (in excessive cases) attendance credit.

COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, assignments, and deadlines may be changed at the instructor's discretion.

Unless otherwise stated, all assignments are due at the end of the designated day by midnight. The instructor reserves the right to discount or refuse late work. Please contact your professor if you foresee a problem in completing work on time.

WEEK 01 <i>Intro to New Testament Studies</i>	MON, JAN 8 – SAT, JAN 13 <u>Reading Due:</u> <ul style="list-style-type: none">Class SyllabusWeek #1 Canvas Module <u>Assignments Due:</u> <ul style="list-style-type: none">Student Information Survey (Friday)
WEEK 02	MON, JAN 15 – SAT, JAN 20 <u>Reading Due:</u> <ul style="list-style-type: none">Powell 11-57 (Preface, Chs. 1, 2) <u>Recommended Reading:</u> <ul style="list-style-type: none">Week #2 Canvas Module <u>Assignments Due:</u> <ul style="list-style-type: none">Week #2 Online Reading Quiz (Tuesday)Reading Journal Opportunity #1 (Tuesday) (reminder: of the 8 Journals, choose 5)
WEEK 03 <i>The Gospel(s)</i>	MON, JAN 22 – SAT, JAN 27 <u>Reading Due:</u> <ul style="list-style-type: none">Powell 59-75; 95-117 (Chs. 3, 5)Mark 1; Matthew 1-4; Luke 1-4; John 1-2Trobisch, "Oral Performance of Biblical Texts" <u>Recommended Reading:</u> <ul style="list-style-type: none">Week #3 Canvas Module <u>Assignments Due:</u> <ul style="list-style-type: none">Week #3 Online Reading Quiz (Monday)Trobisch Article Response (Tuesday) (reminder: of the 6 Responses, choose 3)
WEEK 04	MON, JAN 29 – SAT, FEB 3 <u>Reading Due:</u> <ul style="list-style-type: none">Powell 77-93; 141-159 (Chs. 4, 7)Mark (all) <u>Recommended Reading:</u> <ul style="list-style-type: none">Week #4 Canvas ModuleBP Video Short: Mark (https://youtu.be/HGHqu9-DtXk) <u>Assignments Due:</u> <ul style="list-style-type: none">Week #4 Online Reading Quiz (Monday)Reading Journal Opportunity #2 (Tuesday) (reminder: of the 8 Journals, choose 5)
WEEK 05	MON, FEB 5 – SAT, FEB 10 <u>Reading Due:</u> <ul style="list-style-type: none">Powell 119-139 (Ch. 6)Matthew (all) <u>Recommended Reading:</u> <ul style="list-style-type: none">Week #5 Canvas ModuleBP Video Shorts: Matthew (part 1: https://youtu.be/3Dv4-n6OYGI part 2: https://youtu.be/GGCF30PWN14) <u>Assignments Due:</u> <ul style="list-style-type: none">Week #5 Online Reading Quiz (Monday)Reading Journal Opportunity #3 (Tuesday) (reminder: of the 8 Journals, choose 5)

WEEK 06	MON, FEB 12 – SAT, FEB 17	
	<u>Reading Due:</u> <ul style="list-style-type: none"> Powell 161-181 (Ch. 8) Luke (all) Heen, “Radical Patronage in Luke-Acts” 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #6 Online Reading Quiz (Monday) Heen Article Response (Tuesday) (reminder: of the 6 Responses, choose 3)
	<u>Recommended Reading:</u> <ul style="list-style-type: none"> Week #6 Canvas Module BP Video Shorts: Luke (part 1: https://youtu.be/XIb_dClxzc0 part 2: https://youtu.be/26z_KhwNdD8) 	
WEEK 07	MON, FEB 19 – SAT, FEB 24	
	<u>Reading Due:</u> <ul style="list-style-type: none"> Powell 183-203 (Ch. 9) John (all) 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #7 Online Reading Quiz (Monday) Reading Journal Opportunity #4 (Tuesday) (reminder: of the 8 Journals, choose 5)
	<u>Recommended Reading:</u> <ul style="list-style-type: none"> Week #7 Canvas Module BP Video Shorts: John (part 1: https://youtu.be/G-2e9mMf7E8 part 2: https://youtu.be/RUfh_wOsauk) 	
WEEK 08 <i>Acts</i>	MON, FEB 26 – SAT, MAR 2 **Unit Exam #1 will be given during class on Monday, Feb 26, 2024**	
	<u>Reading Due:</u> <ul style="list-style-type: none"> Powell 205-229 (Ch. 10) Acts (all) Wolff, “Sharing the Gospel as Witness to Jesus” 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #8 Online Reading Quiz (Tuesday) Reading Journal Opportunity #5 (Tuesday) (reminder: of the 8 Journals, choose 5)
	<u>Recommended Reading:</u> <ul style="list-style-type: none"> Week #8 Canvas Module BP Video Shorts: Acts (part 1: https://youtu.be/CGbNw855ksw part 2: https://youtu.be/Z-17KxpjL0Q) 	
WEEK 09	MON, MAR 4 – SAT, MAR 9 SPRING BREAK – NO CLASS	
WEEK 10 <i>The Pauline Epistles</i>	MON, MAR 11 – SAT, MAR 16	
	<u>Reading Due:</u> <ul style="list-style-type: none"> Powell 231-269; 323-337; 431-441 (Chs. 11, 12, 16, 23) Philemon, Galatians (all) Holland, “Philemon in Light of Galatians 3:28” 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #10 Online Reading Quiz (Monday) Holland Article Response (Tuesday) (reminder: of the 6 Responses, choose 3)
	<u>Recommended Reading:</u> <ul style="list-style-type: none"> Week #9 Canvas Module BP Video Shorts: Philemon (https://youtu.be/aW9Q3Jt6Yvk) Galatians (https://youtu.be/vmx4UjRFp0M) 	
WEEK 11	MON, MAR 18 – SAT, MAR 23	
	<u>Reading Due:</u> <ul style="list-style-type: none"> Powell 271-307 (Chs. 13, 14) Romans, 1 Corinthians (all) Favale, “Evangelical Gnosticism” 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #11 Online Reading Quiz (Monday) Reading Journal Opportunity #6 (Tuesday) (reminder: of the 8 Journals, choose 5)
	<u>Recommended Reading:</u> <ul style="list-style-type: none"> Week #10 Canvas Module BP Video Shorts: Romans (part 1: https://youtu.be/ej_6dVdJSIU part 2: https://youtu.be/0SVTL4Xa5fy) 1 Corinthians (https://youtu.be/yiHf8klCCc4) 	
WEEK 12	MON, MAR 25 – SAT, MAR 30	
	<u>Reading Due:</u> <ul style="list-style-type: none"> Powell 309-321; 357-369 (Chs. 15, 18) 2 Corinthians, Philippians (all) Alexander, “Women as Leaders in the NT” 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Week #12 Online Reading Quiz (Monday) Alexander Article Response (Tuesday) (reminder: of the 6 Responses, choose 3)
	<u>Recommended Reading:</u> <ul style="list-style-type: none"> Week #11 Canvas Module BP Video Shorts: 2 Corinthians (https://youtu.be/3lfPK2vfC54) Philippians (https://youtu.be/oE9qqW1-BkU) 	

WEEK 13	<p>MON, APR 1 – SAT, APR 6</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> Powell 387-401; 413-429 (Chs. 20, 22) 1 Thessalonians, 1 Timothy (all) Kroeger, “The Apostle Paul and the G-R Cults of Women” <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> Week #13 Online Reading Quiz (Tuesday) Kroeger Article Response (Tuesday) (reminder: of the 6 Responses, choose 3) <p><u>Recommended Reading:</u></p> <ul style="list-style-type: none"> Week #12 Canvas Module BP Video Short: 1 Thessalonians (https://youtu.be/No7Nq6IX23c)
WEEK 14 <i>The Catholic Epistles</i> + <i>The Apocalypse</i>	<p>MON, APR 8 – SAT, APR 13</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> Powell 461-477 (Ch. 25) James (all) Batten, “Rotting Riches” <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> Week #14 Online Reading Quiz (Monday) Reading Journal Opportunity #7 (Tuesday) (reminder: of the 8 Journals, choose 5) <p><u>Recommended Reading:</u></p> <ul style="list-style-type: none"> Week #13 Canvas Module BP Video Short: James (https://youtu.be/qn-hLHWwRYY)
WEEK 15	<p>MON, APR 15 – SAT, APR 20 **Unit Exam #2 will be given during class on Friday, Apr 19, 2024**</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> Powell 479-521 (Chs. 26, 27, 28) 1-2 Peter, 1-3 John (all) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> Week #15 Online Reading Quiz (Monday) Reading Journal Opportunity #8 (Tuesday) (reminder: of the 8 Journals, choose 5) <p><u>Recommended Reading:</u></p> <ul style="list-style-type: none"> Week #14 Canvas Module BP Video Short: 1-3 John (https://youtu.be/l3QkE6nKylM)
WEEK 16	<p>MON, APR 22 – SAT, APR 27</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> Powell 531-551 (Ch. 30) Revelation (all) Palmer, “Imagining Space in Revelation” <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> Week #16 Online Reading Quiz (Monday) Palmer Article Response (Tuesday) (reminder: of the 6 Responses, choose 3) <p><u>Recommended Reading:</u></p> <ul style="list-style-type: none"> Week #15 Canvas Module BP Video Shorts: Revelation (part 1: https://youtu.be/5nvVVcYD-0w part 2: https://youtu.be/QpnIrbq2bKo)
WEEK 17 <i>Finals Week</i>	<p>MON, APR 29 – FRI, MAY 3</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> Longenecker’s <i>Lost Letters of Pergamum</i> (all) <p><u>Assignments Due:</u></p> <p>n/a</p> <p><u>Strongly Recommended (Re-)Reading:</u></p> <ul style="list-style-type: none"> Heen, “Radical Patronage in Luke-Acts” <i>(first assigned in week 6)</i> Wolff, “Sharing the Gospel as Witness to Jesus” <i>(first assigned in week 8)</i>