



Spring 2024

Table with 2 columns: Meeting Days, Meeting Times, Meeting Location, Final Exam, Instructor, Phone, Email, Office Hours.

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 becomes an expression of faith.

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.”

This course is one of the components of the Foundational Explorations (FE) Program at PLNU, under the category of “Responding to the Sacred.” PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ.

COURSE LEARNING OUTCOMES

Students will be able to:

- 1) Identify the historical contexts of the New Testament.
2) Articulate the unity of the Old Testament and 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 those books.

COURSE ASSIGNMENT SCHEDULE

Attendance: 15 pts (at a 0% weight, they have no value)

Attendance: You are expected to attend every class session, with the exception of excused absences. Your Bible is also expected to attend every class session. Attendance will be taken and school policies enforced.

Reading: Come to class prepared. Read everything that is assigned. Be prepared to discuss the content of the Biblical texts and the secondary reading.

Short Presentation: 10 Points

You will be expected to give a **2-minute presentation** to the class at the beginning of the semester answering the questions: *How have you been taught to interpret the Biblical text by your family and faith tradition? What role (if any) did it play in shaping your spirituality, community and ethics?* Integrate learnings from Howard Thurman's book *Jesus and the Disinherited* into your presentation.

Group Presentation: 10 Pts

You will be assigned to a group of 3-4 students who will present the introductory information on an assigned book from the New Testament (ex. Galatians, Romans, etc). You will be expected to collaborate in building a 10-15 minutes presentation that introduces the authorship, context and main messages of your assigned book. Groups and books will be assigned in class.

Practical Theology Assignment: 15 pts

In this assignment, students will be given the opportunity to integrate their learnings of the New Testament into their life and context. Students will write an 800-1000 word reflection on **one** of the two following prompts:

Two Options (choose 1):

Vocation and Mission: Consider Jesus' early life and ministry with a focus on Luke chapters 3-6. State the significance of his social, religious and familial context in his embracing the cost and call required to faithfully live into his identity and vocation. Who is someone in Church history or a leader in our local context who embodies a commitment to vocation and mission like we see in Jesus? Research and/or interview them personally. What are their characteristics, spiritual practices and lived commitments? What do you learn about your call to participate in God's mission? Integrate other parts of the New Testament to strengthen your argument.

Learning from the Margins: Jesus was not born into political power or social prestige. He brought a message of good news "from below." In both Matthew 5 and Luke 6, he describes those on the margins as "blessed." In Luke 10, he profiles a Samaritan as the hero in a story where the religious elite missed the point. Howard Thurman describes those on the margins as ones whose "backs are against the wall." What local issues give a face to those who represent those on the margins? Identify a local organization, ministry or individual who represents this community (whether in their

identity or advocacy among) and interview them. What do we learn from them about Jesus' life and message?

Reading Quizzes: 20 pts

This course will require a good deal of reading from you, and in order to encourage you to do the reading (and to give you credit for doing the reading), we will have regular quizzes on the assigned reading. Most class days, students will take a brief (3-6 question) quiz aimed at determining whether or not you have done the assigned reading. If you carefully do all of the assigned reading, you should be in great shape for these quizzes. There will be no make-up quizzes without an excused absence that has been confirmed as excused (with a doctor's note, for example). Missed quizzes will be recorded as "o."

Gospels and Acts Exam on March 5: 20 pts

Final Exam (see above for dates/times): 25 pts

WEEKLY COURSE SCHEDULE (subject to change)

	Tuesday	Thursday
Week 1 (1/9, 1/11)	Class Overview and Introductions READING should be done by the day it appears on syllabus	What is the Bible and How do we Read it?
Week 2 (1/16, 1/18)	Our Social Location and the Scriptures. 2-Minute Presentations Due Reading: Jesus and the Disinherited, 1-25	New Testament as History, Theology and Literature 2-Minute Presentations Due Reading: Jesus and the Disinherited, 1-25
Week 3 (1/23, 1/25)	(ONLINE) The Jewish Context of the New Testament World and Introduce The Gospel According to Mark Read: Mark 1, 7-10, Wright, 554-560	(ONLINE) Mark cont... Read: Mark 11-16, Wright 561-577
Week 4 (1/30, 2/1)	The Gospel According to Matthew Read: Matthew 13, 18, 21, Wright, 578-588	Matthew cont... Read: Luke 6:20-49, Matthew 5-7, 23-25, Wright 589-603

Week 5 (2/6, 2/8)	The Gospel According to Luke (The mission of Jesus) Read: Luke 1-4, Wright 604-616	Luke cont... (Parables/teaching of Luke) Read: Luke 9-19, Wright 617-27
Week 6 (2/13, 2/15)	The Gospel According to John John 1-4 Read: Wright 648-662	John cont... Practical Theology Assignment DUE Read: John 6-15, 18, Wright 663-679
Week 7 (2/20, 2/22)	The Gospels as a Whole And The Greco-Roman Context of the Early Church Read: Wright, 142-169	The Acts of the Apostles Read: Acts 1-5:11, Wright 628-643
Week 8 (2/27, 2/29)	Acts continued... Midterm Review Read: Acts 8-11, 16-19	Gospel and Acts Midterm Exam
Week 9 (3/5, 3/7)	NO CLASS: Spring Break	NO CLASS: Spring Break
Week 10 (3/12, 3/14)	Introduction to Paul	Philemon Read: Philemon, Wright 450-460
Week 11 (3/19, 3/21)	Romans Read: Romans 4-8, Wright 502-509	Romans Cont... Read: Romans 9-11, Wright 510-527
Week 12 (3/26, 3/28)	Galatians Read: Galatians 1-6, Wright 396-398, 413-415	NO CLASS: Easter Break
Week 13 (4/2, 4/4)	Colossians Read: Colossians 1-4, Wright 461-464	(ONLINE) Philippians Read: Philippians 1-4, Wright 434-449
Week 14 (4/16, 4/18)	II Corinthians 1-6:10 Read: Wright 474-501	James Read: James 1-5, Wright 730-748

Week 15 (4/23, 4/25)	Johannine Literature Read: 1 John 1-5, Wright 784-802	Revelation Final Review Read: Wright 808-849
Finals Week (4/30)	FINAL EXAM 1:30-4p	

REQUIRED TEXTS AND STUDY RESOURCES

1. A standard translation of the Bible. There are many options, but do not choose a paraphrase or a translation by a single individual. You will need a physical copy of your Bible for class. I will most often be reading out of the CEB Study Bible. It is available in the library and to purchase. **ISBN: 9781609262167**
2. *The New Testament In It's World: An Introduction to the History, Literature, and Theology of the First Christians* by N.T. Wright and Michael F. Bird. **ISBN: 9780310499305**
3. *Jesus and the Disinherited* by Howard Thurman **ISBN: 9780807010297**

ASSESSMENT AND GRADING

<ul style="list-style-type: none"> ● Attendance – 15 pts (0% weight) ● Short Presentation – 10 pts ● Group Presentation – 10 pts ● Practical Theology – 15 pts ● Reading Quizzes – 20 pts ● Gospel Exam – 20 pts ● Final Exam – 25 pts 	<p><u>Grade Scale:</u></p> <table> <tr> <td>A=93-100</td> <td>C=73-76</td> </tr> <tr> <td>A-=92-90</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	A=93-100	C=73-76	A-=92-90	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
A=93-100	C=73-76												
A-=92-90	C-=70-72												
B+=87-89	D+=67-69												
B=83-86	D=63-66												
B-=80-82	D-=60-62												
C+=77-79	F=0-59												

USE OF TECHNOLOGY

Students are encouraged to use technology, especially the Canvas site, for learning and communication outside of class. In fact, students should be checking their email daily to receive timely course-related communication. In class, however, the professor only allows technology for the use of note-taking. For the sake of optimal student learning, and knowing the distractions available with just one click, the professor may ban the use of laptops, iPads, or any mobile phone during class, except by special permission or in the case of specific need. (Contact the prof. for accommodations.)

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, 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.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU ACADEMIC HONESTY POLICY

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 [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

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.

LANGUAGE AND BELONGING

Point Loma Nazarene University 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 do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology

that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. 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.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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, know that accommodations and resources are available through the Title IX Office at 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 at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

CANVAS SUPPORT

If you have questions about the content you find in my Canvas course or need clarification on assignment instructions please let me know. If you are unsure how to use any given feature in Canvas you will find the [Canvas Guides \(Links to an external site.\)](#) to be a very helpful resource. If you cannot access something in my Canvas course or it appears that some part of the course is not working properly, please contact the Office of Instructional Technology for support at oit@pointloma.edu. Include specific information in the request (course ID, section, assignment or module name, etc.) to expedite the troubleshooting process. Screenshots are super helpful!

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one -on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in -person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.
