



School of Theology and Christian Ministry
New Testament History and Religion
BIB 1002 (Sec. 9), 3 Credits

Spring 2024

Meeting Time: Tues + Thu, 11:00 A.M.–12:15 P.M.	Instructor: Dr. Kara Lyons-Pardue
Location: Taylor Hall 105	CONTACT: Office Phone: 619-849-2989; Location: Smee 203; E-mail: karalyons-pardue@pointloma.edu
Final Exam: Thu, May 2, 10:30 A.M.– 1:00 P.M	Open Office Hours: Mon, 10:45-11:45 A.M.; Or by appointment

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 (G.E.) 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

Catalog 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.”

*Our particular BIB 1002 course attends to the historical contexts of authors and audience of the New Testament books, while highlighting the narrative details and theology of the individual books and genres. The **long-term goal of the course** is to provide interpretive resources for a lifetime of faithful Bible reading in service of Christ’s church.*

COURSE LEARNING OUTCOMES

Upon completion of the course, you will be able to ...

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; and
4. Articulate the basic content of the books of the New Testament and the methods appropriate to the interpretation of those books.

FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES (FELO)

This course fulfills **FELO 3**: Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

REQUIRED TEXT

The New Oxford Annotated Bible with Apocrypha: New Revised Standard Version, College Edition; Edited by Michael D. Coogan, Marc Z. Brettler, Carol A Newsom, Pheme Perkins (5th Ed.; Oxford University Press, 2018). [Called “*NOAB*” in the syllabus]; ISBN 9780190276089

ASSESSMENT AND GRADING

This class is designed to guide students through the diverse and sometimes confusing collection of books that we know as the New Testament. Because *reading the New Testament* is the heart and focus of the class, daily class attendance/participation and frequent quizzes are the primary accountability tools for keeping students on pace with the assigned readings. Class lecture will focus on the history, theology, and narrative characteristics of the biblical texts.

Assessment Item	% of Total GRADE
Quizzes	30% (~300 points)
Short Essay(s)	15% (150 points)
Practice Exams	5% (50 points)
Midterm Examination	20% (200 points)
Final Examination	30% (300 points)

Quizzes (collectively worth 30% of total grade), whether individual or occasionally group, will focus on significant characteristics, unique features, characters, and concepts in the day’s assigned reading. **Quizzes will be administered in class nearly every day, usually near the start of class** (and should be expected daily; thus, most are not listed on course schedule below). Students are strongly encouraged to utilize the weekly Reading Guides available on Canvas. Quizzes will help students have an idea of the material and question forms that will appear on examinations. On the rare occasion that an assignment (in-person or online) replaces a quiz, the score will be worth the same amount as a quiz. *The student’s lowest quiz score will be dropped.* Extra credit will be available on many quizzes, but the student may earn no more than a 105% average overall in this grading category. *[Fulfills Outcomes #1 and 4]*

Short Essays (15% of total grade): Everyone must write the In-Class Short Essay on the Gospels on Tuesday, Feb 20. This essay will be open-Bible (only course textbook version: *NOAB*) and students may use handwritten notes (not Reading Guides). The essay questions will draw from class lectures and assigned Bible readings. The purpose of this course requirement is to allow students to synthesize information from their reading and lectures, trying out methods of biblical interpretation modeled in class. By articulating brief but supported answers to a question, a student will move beyond information repetition to analysis and comparison. Students will receive a list of general topics the week beforehand. There will be two ways to fulfill this requirement. Students’ scores may not exceed an average of 105% on the essays.

[Fulfills Outcomes #2, 3, and 4]

- (1) Student writes required In-Class Short Essay on the Gospels and is satisfied with her/his grade and this fulfills this *entire* course requirement (15% of grade). Student does not submit a second essay.
- (2) Student writes first required In-Class Short Essay, but wants to boost his/her grade. In that case, the first Short Essay contributes only half the grade within this category. The student writes the second short essay responding to a provided prompt on his/her own time using proper research and citation methods. (Prompt and instructions will

be announced *around* Week 10 of the semester. Submit finished essays via Canvas prior to class time on due date; See Course Schedule.) The result is the equivalent of 75 pts + 75 pts = 150 total points possible (15% of grade).

Practice Examinations (5% of total grade) will use questions from actual exams, Midterm and Final, taken from previous sections of this course (modified slightly for online format). They will be available on Canvas in the week before the Midterm or Final Exams, respectively, for students to assess their learning and to practice taking the exams in preparation. **If** the student completes the full online practice exam before the actual exam, s/he will earn the full points for each. *[Fulfills Outcomes #1 and 4]*

The **Midterm Examination** (20% of total grade) will be held during class time (See Course Schedule) and will cover the Gospels and Acts (with a few questions from the Apocrypha). The questions will be drawn from lectures, introductory notes from *The New Oxford Annotated Bible*, and assigned Scripture readings. The test will be comprised of some multiple choice, true/false, and (mostly) matching questions. A study guide will be distributed digitally one week before the exam. The student may earn no more than 105% on the Midterm Exam. *[Fulfills Outcomes #1-4]*

The **Final Examination** (30% of total grade) will cover the entire New Testament and all materials assigned for class. The exam will resemble the Midterm, but larger. A study guide will be distributed in the week before the exam. The Final will be held **Thursday, May 2, 10:30 A.M.– 1:00 P.M.** See “Final Examination Policy” below. Students may earn no more than 105% on the Final Exam. *[Fulfills Outcomes #1-4]*

Letter grades will be assigned according to the following scale:

Points	Grade	Points	Grade
93-100%	A	73-77%	C
90-92%	A-	70-72%	C-
88-89%	B+	67-69%	D+
83-87%	B	63-66%	D
80-82%	B-	60-62%	D-
78-79%	C+	59% and below	F

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.

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 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.

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.

ARTIFICIAL INTELLIGENCE (AI) POLICY

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.

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](#).

INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like “man” or “mankind” or the pronoun “he,” should not be used to refer to all humans. Instead “humanity,” “humans,” and “he or she” better acknowledge women as full persons. Papers submitted with exclusive language will receive a point deduction (minor, but an incentive to be attentive).

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.

Course-specific Policy: *In this course, every session will include quizzes (occasionally other ways of assigning credit), usually at the very start of class, which will provide attendance records and incentive for timely attendance. Aside from **ONE FREE EXCUSED ABSENCE**, only absences with a Provost-approved excuse will be eligible for make-up work.* If a student misses a class session for a school-approved reason, s/he must notify the professor in advance and take the responsibility of initiating the make-up quiz. If a student needs to leave class for any reason before the end of the official class session, s/he will need to sign out and will not receive credit for the day’s quiz (with very rare exceptions). It is still advised to take the quiz as a check of reading comprehension, even if the score is forfeited.

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 pertinent course-related messages. *In class, however, the professor has banned the use of electronic devices*, except by permission or in the case of specific need. (Contact the prof. for accommodations.) For the sake of optimal student learning, and knowing the distractions available with just one click, you may not use laptops, iPads, or any

mobile phone during class. If a student is in need of technological resources please contact student-tech-request@pointloma.edu. Problems with technology *do not* relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

COURSE SCHEDULE AND ASSIGNMENTS

UNIT	Wk	Date	<u>DUE:</u> Watch before reading ("W"); Have read by class time ("R"); In-class assessments	CLASS TOPIC
INTRODUCTION	1	Tues, Jan 9		INTRODUCTION TO BIB 1002; WHY STUDY THE NEW TESTAMENT?
		Thu, Jan 11	Canvas: Academic Honesty Quiz (Quiz #1) R: Apocrypha: 1 Maccabees – Intro. + Ch. 1 to Ch. 3 v. 9 [=1:1–3:9] and 2 Maccabees – Intro. + 2:19 – 10:9 (Practice Quiz)	HISTORICAL OVERVIEW: FROM ALEXANDER TO THE FIRST JEWISH WAR AGAINST ROME; OLD TESTAMENT APOCRYPHA
	2	Tues, Jan 16	R: Mark Ch. 1; Matthew Chs. 1–4; Luke Chs. 1–4; and John Chs. 1–2. Quiz #2 (Quizzes are not listed regularly on schedule; but expect almost daily)	WHAT IS THE NEW TESTAMENT? INTRODUCTION TO THE GOSPELS
		Th, Jan 17	W: Mark video; R: Mark – Intro.; Chs. 1–8	THE GOSPEL ACCORDING TO MARK
NARRATIVES: GOSPELS & ACTS	3	Tu, Jan 23	R: Mark Chs. 9-16	MARK (CONTINUED)
		Th, Jan 25	W: Matt. video; R: Matthew – Intro.; Chs. 1–19	THE GOSPEL ACCORDING TO MATTHEW
	4	Tu, Jan 30	R: Matthew Chs. 20–28	MATTHEW (CONTINUED); THE SYNOPTIC GOSPELS
		Th, Feb 1	W: Luke video; R: Luke – Intro.; Chs. 1–15	THE GOSPEL ACCORDING TO LUKE
	5	Tu, Feb 6	R: Luke 16–24	LUKE (CONTINUED)
		Th, Feb 8	W: John video; R: John – Intro.; Chs. 1–14	THE GOSPEL ACCORDING TO JOHN
	6	Tu, Feb 13	<i>NO IN-PERSON CLASS: Optional Wiley Lecture Attendance</i> Required: Asynchronous Learning + Quiz online	HOW TO CITE SCRIPTURE
		Th, Feb 15	R: John – Intro.; John Chs. 15–21;	JOHN (CONTINUED)
	7	Tu, Feb 20	→ IN-CLASS SHORT ESSAY: Gospels	GOSPELS WRAP-UP + SHORT ESSAY
		Th, Feb 22	W: Acts video; R: Acts – Intro.; Chs. 1–12	THE ACTS OF THE APOSTLES
	8	Tu, Feb 27	R: Acts Chs. 13–28	ACTS (CONTINUED); <i>MIDTERM REVIEW</i>
		Th, Feb 29	→ MIDTERM EXAMINATION	
		Tu, Mar 5 Th, Mar 7	NO CLASSES – SPRING BREAK	

UNIT	Wk	Date	<u>DUE</u> : Watch before reading (“W”); Have read by class time (“R”); In-class assessments	CLASS TOPIC
PAULINE EPISTLES	9	Tu, Mar 12	W: Thess. video; R: Intros and <i>all</i> of 1 & 2 Thessalonians	PAULINE EPISTLES; 1 & 2 THESSALONIANS
		Th, Mar 14	W: Gal., Phil. video; R: Intros and <i>all</i> of Galatians and Philippians	GALATIANS AND PHILIPPIANS
	10	Tu, Mar 19	W: 1 Cor. video; R: Intro. and <i>all</i> of 1 Corinthians	1 CORINTHIANS
		Th, Mar 21	W: 2 Cor. and Phlm. videos; R: Intros and <i>all</i> of 2 Corinthians and Philemon	2 CORINTHIANS AND PHILEMON
	11	Tu, Mar 26	W: Rom. video; R: Intro. and <i>all</i> of Romans	ROMANS
		Th, Mar 28	NO CLASS – EASTER BREAK (Maundy Thursday)	
	12	Tu, Apr 2*	Asynchronous Video & Assignment + R: Intros and <i>all</i> of Ephesians and Colossians	EPHESIANS AND COLOSSIANS
		Th, Apr 4*	Asynchronous Video & Assignment + R: Intros and <i>all</i> of 1 & 2 Timothy and Titus	PASTORAL EPISTLES: 1&2 TIMOTHY, TITUS
CATHOLIC EPISTLES	13	Tu, Apr 9	W: Catholic Epistles video; R: Intros and <i>all</i> of Hebrews and James [→OPTIONAL ESSAY: Pauline Epistles DUE]	CATHOLIC EPISTLES: HEBREWS & JAMES
		Th, Apr 11	R: Intros and <i>all</i> of 1 & 2 Peter and Jude	JUDE, PETRINE EPISTLES: 1 & 2 PETER
APOCALYPSE	14	Tu, Apr 16	W: Johannine Epistles video; R: Introductions and <i>all</i> of 1, 2, 3 John	JOHANNINE EPISTLES: 1, 2, & 3 JOHN
		Th, Apr 18	W: Rev. video; R: Revelation – Intro and Chs. 1–5	INTRO. TO APOCALYPTIC LIT.: REVELATION
	15	Tu, Apr 23	R: Revelation Chs. 6–22	REVELATION
		Th, Apr 25	Wrap up; Review	REVIEW
PLNU FINAL EXAM WEEK: Apr 29 – May 3, 2024 → OUR FINAL EXAM: Thursday, May 2, 10:30 A.M.– 1:00 P.M.				