

<b>School of Philosophy and Theology</b>
<b>BIB 1002 New Testament History &amp; Religion (Section 5)</b>
<b>3 Units</b>
Fall 2024

<b>Meeting days: T/R</b>	<b>Instructor title and name:</b> Prof. Wilson Ryland
<b>Meeting times:</b> 9:30-10:45 a.m.	<b>Phone:</b> 619-929-4530
<b>Meeting location:</b> Rohr 108	<b>Email:</b> <a href="mailto:wryland1@pointloma.edu">wryland1@pointloma.edu</a>
<b>Final Exam:</b> Thursday December 19, 10:30 a.m. - 1:00 p.m.	<b>Office location and hours:</b> 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.

### **General Education 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.

### **INSTITUTIONAL LEARNING OUTCOMES (ILO)**

- 1. Learning, Informed by our Faith in Christ**  
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
- 2. Growing, In a Christ-Centered Faith Community**  
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
- 3. Serving, In a Context of Christian Faith**  
Students will serve locally and/or globally in vocational and social settings.

### **GENERAL EDUCATION LEARNING OUTCOMES**

### **Learning: Informed by our Faith in Christ**

Students will:

- Demonstrate effective written and oral communication skills, both as individuals and in groups;
- Use quantitative analysis, qualitative analysis, and logic skills to address questions and solve problems; and
- Demonstrate the effective and responsible use of information from a variety of sources.

### **Growing: In a Christ-Centered Faith Community**

Students will:

- Examine the complexity of systems in the light of the reconciling work of God in Christ; and
- Demonstrate a respect for the relationships within and across diverse communities.

### **Serving: In a Context of Christian Faith**

Students will:

- Engage in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

## **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 Program at Point Loma Nazarene University, under the category of “Responding to the Sacred.” This course is included in the common educational experience for undergraduates because the faculty understands the study of Scripture and Christian heritage to be foundational in the pursuit of knowledge and the development of personal values. We will explore areas of study that contribute to an understanding of the New Testament like historical contexts, genre and composition, doctrine and theology, etcetera. All this will be carried out, though, in service to the more vital goal of equipping you to read the Bible prayerfully and faithfully, as part of, and in service to, Christ’s church.

## **COURSE LEARNING OUTCOMES**

By the end 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 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 AND RECOMMENDED STUDY RESOURCES**

1. A standard translation of the Bible (e.g., ESV, NRSV, NASB, NIV, etc.) in book form. Please do not bring Bible paraphrases (e.g., The Message).

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

3. Longenecker, Bruce. *The Lost Letters of Pergamum*, Grand Rapids: Baker Academic, 2016. ISBN 9780801097966

4. Handouts that will be distributed in Canvas.

For the Essays, it is strongly recommended you use a *scholarly* biblical commentary. These are available at PLNU's Ryan Library. Guidance about how to find and use a commentary relevant to your essay topic will be given in class.

### **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112-114 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

### **ASSIGNMENTS AT-A-GLANCE**

#### **ATTENDANCE**

Attendance will be taken each class session and is constituted by your presence and participation.

#### **CLOSE READING AND DISCUSSION**

The central piece of this course is the reading of the New Testament, with special emphasis given to the close reading of selected texts in class sessions. Each week you will be assigned a larger portion of a New Testament book to read once; then there will be a smaller selection of verses that we will spend extended time exploring together in the class sessions (see course schedule below or in Canvas).

Before each class session: Read the assigned close reading selection slowly, carefully, and 2 -3 times over. Then reflect on questions these verses raise in your mind, insights they generate, and why this passage might matter for Christian formation. Each quiz will have specific or open-ended questions drawn from these particular verses.

**READING QUIZZES** Nearly every class session will begin with a quiz covering the events, characters, themes, and ideas from the larger assigned reading; the material on these quizzes will not be limited to the "close reading" selections. The quizzes provide encouragement and accountability for completing the assigned class reading, highlight key details or themes from the texts, and give you an idea of what will be on the exams.

These will be given in class.

ESSAYS draw from the readings and lectures. These assignments allow students to synthesize information from the materials and try out the methods of biblical interpretation modeled in class. In articulating answers to questions, a student will move beyond information repetition to analysis and comparison. Students will receive the essay prompt the week before the essay is due. The prompt will also be posted in Canvas. It is strongly recommended you use a *scholarly* biblical commentary. These are available at PLNU's Ryan Library. Guidance about how to find and use a commentary relevant to your essay topic will be given in class.

**MIDTERM AND FINAL EXAMS** The course exams are **closed-book**.

The midterm will be given in class and will cover introductory material, the Gospels, and Acts. Questions will also include lectures and reading materials.

The final will be comprehensive and given in-class during the time allotted by the University's final exam schedule. See above, and course schedule below.

There will be a review before each exam.

Extra Credit: You may earn up to (and no more than) 50 extra points for:

- 1) 2 page paper. 1 page should summarize Powell's chapter on Jesus (ch. 4), 1 page compares Powell with a reading from a classic Christian source. These sources will be available in Canvas. 25 points.
- 2) 2 page paper. 1 page should summarize Powell's chapter on Paul (ch. 12), 1 page compares Powell with a reading from a classic Christian source. These sources will be available in Canvas. 25 points.
- 3) Devotionally read 5 chapters from the Gospels and keep a Journal. 1 page per chapter for 25 points.

A cap of 50 extra points means a student may only do 2 of these assignments.

<b>ASSIGNMENT</b>	<b>DATE</b>
Reading Quizzes	Each Class Session
Essay 1	Oct 8
Midterm	Oct 22
Essay 2	Nov 14
Extra Credit	Dec 10
Final Exam	Dec 19

## ASSESSMENT AND GRADING

Grades will be based on the following:

Assignment distribution:	Grade scale:												
<ul style="list-style-type: none"><li>Attendance 100 points - 10%</li><li>Reading quizzes 150 points - 15%</li><li>Essay #1 150 points - 15%</li><li>Essay #2 150 points - 15%</li><li>Midterm Exam 200 points - 20%</li><li>Final Exam 250 points - 25%</li></ul>	<table><tbody><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></tbody></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
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## 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.

## INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in as indicated under each assignment in the modules and in the syllabus. Late assignments are accepted for **HALF** credit unless already approved by the professor, so if there are any issues you know about that may prevent you from completing an assignment in a timely manner, be sure to discuss it with me well before the due date! My recommendation is that you plan **NOT** to wait until the last minute to turn in assignment.

Incompletes will only be assigned in extremely unusual circumstances.

## COURSE POLICIES

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.

## **1. 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.

## **2. Artificial Intelligence (AI) Policy**

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) is not permitted, and use of these tools will be treated as plagiarism.

## **3. Identity Fraud**

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

## **4. 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.

## **5. Use of Technology**

Standard Case Policy: 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 has banned the use of electronic devices*, except when taking tests on Canvas, or by permission or in the case of specific need. (Please speak to me if, for example, you require a laptop for learning purposes and we will work out an accommodation.) For the sake of optimal student learning, and knowing the distractions available with just one click, you may not use laptops, tablets, smartphones, or any other screen-device during class.

## **6. University Catalog**

For additional Point Loma policy items, review the current [Point Loma Nazarene University Catalog](#).

## **7. Accessibility of Historical Data in Point Loma Classes**

PLNU strives to protect and preserve student data in accordance with FERPA laws. It is important for students and faculty to note that due to the nature of digital information, no data transmitted via emails or online learning management systems is entirely free from observation. The contents of this class, including the class discussion, may be monitored by PLNU faculty and staff at any time for the purposes of assisting students, gathering data, instructor training, or assessing the program.

## **8. PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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.

Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### **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.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>

Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

## **9. 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 you 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](#).

## **Classroom Etiquette**

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each other's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

## **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 Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## **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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

### **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](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 at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

### **COURSE SCHEDULE**

<b>Week</b>	<b>Tuesday</b>	<b>Thursday</b>
<b>Sept 3, 5</b> <b>(Week 1)</b>	Syllabus and Introductions	Reading: Matthew 1-4; Mark 1; Luke 1-4; John 1-2;  Close Reading: Mark 4:35-5:20  Powell pp. 17-56

<b>Sept 10, 12</b> <b>(Week 2)</b>	Reading: Mark 1-16 Powell pp. 150-157  Close Reading: Mark 1:9-13	Reading: Mark 1-16  Close Reading: Mark 15:33-47
<b>Sept 17, 19</b> <b>(Week 3)</b>	Reading: Matthew 1-12 Powell pp. 129-138  Close Readings: Matthew 1	Reading: Matthew 13 - 28  Close Readings: Matthew 28:1-10
<b>Sept 24, 26</b> <b>(Week 4)</b>	Reading: Luke 1-12 Powell pp. 172-180  Close Reading: Luke 10:25-37	Reading: Luke 13-24; Powell pp. 172-180  Close Reading: Luke 24:13-35
<b>Oct 1, 3</b> <b>(Week 5)</b>	Reading: John 1-14 Powell pp. 194-202  Close Reading: John 9:1-12	Reading: John 15-21  Close Reading: John 19:41-20:18  Essay 1 Prompt Available
<b>Oct 8, 10</b> <b>(Week 6)</b>	<b>ESSAY 1 DUE</b> <b>(In Class)</b>	Reading: Acts 1-12; Powell pp. 216-228  Close Reading: Acts 6:8-15; 7:54-60
<b>Oct 15, 17</b> <b>(Week 7)</b>	Reading: Acts 13-28  Close Reading: Acts 17:16-34	Reading: Galatians & Ephesians Powell pp. 329-335, 349-355  Close Reading: 1) Galatians 2:15-21 2) Ephesians 5:15-33
<b>Oct 22, 24</b> <b>(Week 8)</b>	<b>MIDTERM</b> <b>(In Class)</b>	<b>Fall Break - No Class</b>

<b>Oct 29, 31</b> <b>(Week 9)</b>	Reading: Philippians & Colossians Powell pp. 363-369, 378-384  Close Reading:  1) Philippians 2:1-10;  2) Colossians 1:15-23	Reading: 1 Corinthians  Powell pp. 295-306  Close Reading:  1 Corinthians 15:12-28
<b>Nov 5, 7</b> <b>(Week 10)</b>	Reading: 2 Corinthians  Powell pp. 314-321  Close Reading:  2 Corinthians 5:11-21	Reading: Romans 1-8  Powell pp. 277-287  Close Reading:  Romans 7:7-8:8    ESSAY 2 prompt available
<b>Nov 12, 14</b> <b>(Week 11)</b>	Reading: Romans 9-16  Close Reading:  Romans 12:1-21	<b>ESSAY 2</b>  <b>(In Class)</b>
<b>Nov 19, 21</b> <b>(Week 12)</b>	Reading: 1 & 2 Thessalonians; 1 & 2 Timothy  Powell pp. 393-400, 407-411; 420-425  Close Reading:  1 Thessalonians 4:13-18	Reading: Hebrews  Powell pp. 449-458  Close Reading:  Hebrews 4:14-16; 9:11-14
<b>Nov 26, 28</b> <b>(Week 13)</b>	Reading: James; 1 & 2 Peter; Philemon  Close Reading: 2 Peter 1:3-11	<b>Thanksgiving - No Class</b>
<b>Dec 3, 5</b> <b>(Week 14)</b>	Reading: 1,2,3 John; Jude;  Powell pp. 514-520  Close Reading:  1) 1 John 1:5-10	Reading: Revelation 1-3; Powell pp. 547-550  Close Reading: Revelation 1:1-3

<b>Dec 10, 12</b>	Reading: Revelation 4-10	
<b>(Week 15)</b>	Close Reading: Revelation 4:1-11	Reading: Revelation 11-22 Close Reading: Revelation 21:9-22:7
	<p><b>EXTRA CREDIT DUE</b></p> <p><b>FINAL EXAM</b></p> <p>Thursday, December 19,</p> <p>10:30 a.m. - 1:00 p.m.</p>	