



Reuben Welch School of Theology & Christian Ministry

BIB1002 Section 7 New Testament History and Religion

3 Units

Fall 2025

Mondays and Wednesdays 4:00pm – 5:15pm

Rohr 109

Final Exam: Monday, December 15th 4:30pm – 7:00pm

Instructor: Dana Calhoun
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Office Hours: By appointment (please email to schedule)
Office Location: Smee Hall

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.

Course Description

Course 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 BIB1002 course is designed to introduce students to critical study of the New Testament as a means of grace. The scope of this course will emphasize the historical settings of the texts, the contexts of authorship and audience, and will introduce students to biblical hermeneutics. Students will consider theological and spiritual connections in each book, and will gain resources towards faithful utilization of the New Testament in their own lives and ministries.

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.

General Education Learning Outcomes

GELO 3: Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

Signature Assignment: Focusing on the understanding of Christian Scripture portion of this learning outcome, students will respond in writing to a question in a way that applies a reading of New Testament texts to an issue of theological importance, citing Scripture responsibly.

Required Text

The New Interpreter's Study Bible: New Revised Standard Version with the Apocrypha. Nashville: Abingdon Press, 2003.

ISBN: 9780687278329

** Referred to as NISB in course schedule.*

** Please bring your NISB with you to class everyday.*

** Any other required readings will be uploaded to the course Canvas site.*

** All supplemental materials posted on the course site (including articles, videos, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.*

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 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assessment and Grading

Assessment Item	% of Total Grade
Attendance & Participation (Reading Responses)	10%
Quizzes (3 x 10% each)	30%
Asynchronous Material (Wk 9 Lecture + Notes)	10%
Midterm Exam (Case Study Response)	20%
Final Exam (Exegesis Paper or Test)	30%

Grades will be based on the following:

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Role Preparation for Discussion Groups:

During each class, students will meet with a small group to answer prompted questions and discuss the assigned readings for the day. Each group member will be assigned a “role” for their small group which will rotate each week. Students will come to class having read the assigned readings *through the lens of their role* and **come prepared with 2-3 minutes** of insights from their roles’ perspective. Students will sign up for roles on the first day of class.

Role #1- The Facilitator (Summarizes reading, guides discussion, and keeps the group on track)

Role #2- The Contextualizer (What is important to know in the world behind this text? Are there any clues in the text that shed light on the broader context?)

Role #3- The Theologian (What does this text reveal about God, what God is doing in the world, and/or about humanity in light of God? Are there any themes you notice throughout the text?)

Role #4- The Explorer (This is the person who is unafraid to ask the hard questions: Is there anything confusing, difficult, or controversial in the text? How might we think about such things?)

Role #5- The Implementer (Where can the message in this text be applied in contemporary life and/or ministry contexts? This can be big or small.)

[Fulfills outcomes #1, #3, and #4]

Reading Responses for Participation (10%):

As the New Testament is our main ‘textbook’ and content for this course, it is necessary for all students to come to class having read the assigned readings and prepared to participate in thoughtful class discussions. In order to help facilitate engagement with our assigned texts, students must **bring a reading response with them to each class meeting**. The reading responses will be collected at the beginning of each class period and graded as participation points for that day. Reading responses should be written on paper (sticky note, notebook paper, etc.) with the students’ name clearly written.

Each student will be given one “get-out-of-jail-free” pass for the semester; no questions asked. If a reading response is not turned in, the professor will assume the student is using their pass for the day; any subsequent responses that are not turned in will be marked as a zero in participation for the day.

For full participation points, response must include:

- **One thoughtful response** to the reading and/or companion materials (videos/articles/chapters). This can be a summary of the material, a theme you noticed throughout the text, something the text reminded you of, an issue you perceive in the text, a contemporary context to apply the text, etc. This is purposefully open to your interpretation. You may write whatever you would like, and however long you would like it to be (from one sentence to a paragraph), *as long as it demonstrates that you have thoughtfully completed and engaged with the reading.*
- **One question.** This can be something you didn’t understand or were wondering about. This can be broad and theological, or related to the text itself. No question is too small or insignificant! I will review the questions after every class period and try to answer a couple (anonymously) in the following class.

[Fulfills outcomes #2 and #4]

Quizzes (30%):

Throughout the semester, there will be **three** scheduled quizzes to take place at the beginning of class time. Each quiz will cover material from lectures and assigned readings.

Quiz #1 Monday, October 6th

Quiz #2 Wednesday, October 22nd

Quiz #3 Monday, November 24th

[Fulfills outcomes #1 and #4]

Asynchronous Material (10%):

Week 9 of this course will be completed asynchronously (no in-person class), which will involve watching a pre-recorded lecture, submitting lecture notes, and submitting the midterm case study response.

Lecture notes due on Canvas by Monday, October 27th at 11:59pm.

[Fulfills outcomes #1, #3, and #4]

Midterm Exam (20%):

Case Study Response (3-5 pages):

Students will be presented with a case study in which they must decide on an important theological issue. Your response to the case study must include at least three New Testament texts as support, along with evidence from at least two scholarly commentaries to support your scriptural claims. The case study and rubric will be posted on Canvas under the “midterm” module.

** The pre-recorded lecture (asynchronous material for Week 9) will help you out for this assignment. If possible, try to watch the lecture earlier than Week 9, when the midterm is due. Starting early will help!*

Midterm Case Study Response due on Canvas by Friday, October 31st at 11:59 pm.

[Fulfills GELO 3: Focusing on the understanding of Christian Scripture portion of this learning outcome, students will respond in writing to a question in a way that applies a reading of New Testament texts to an issue of theological importance, citing Scripture responsibly.]

Final Exam (30%):

Students choose one of the following:

Option #1: Exegesis Paper (8-10 pages)

The purpose of this written exam is to allow students the opportunity to demonstrate their knowledge of the context, literary genre, and interpretation of the New Testament. Instructions for this exegesis paper are posted on Canvas under the “final” module.

Final Exegesis Paper due on Canvas by Friday, December 19th at 11:59 pm.

-or-

Option #2: In-Person Exam

The exam will be a mix of multiple choice, definition, and written response questions. Test material will be taken from class lectures, relevant small group discussion material, and assigned readings.

The final exam will take place on Monday, December 15th from 4:30pm – 7pm

[Fulfills outcomes #2, #3, and #4]

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 [Traditional Undergraduate Records: Final Exam 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.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas.

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](#).

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 distance education outside 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 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.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Grok, Gemini, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy 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 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 or 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 accommodations.

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 other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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. 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

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.

PLNU Course Modality Definitions

In this course, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day.

Use of Technology

Students are expected and encouraged to use technology in order to complete assignments and asynchronous work. Students are encouraged to check the Canvas site and their emails regularly for any course announcements.

However, during the in-person class time of this course, students are *not permitted* to use any technological devices (phones, laptops, iPads, tablets, etc.), except by permission or in the case of specific need. Contact the professor for accommodations.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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.

- <https://plnu.mywconline.com/>
- <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Lomabooks Instructions for Students:

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about **LomaBooks**, please go: <https://www.pointloma.edu/lomabooks>*

Course Schedule:

All assignments are posted on Canvas, but are also listed here for your convenience:

Week	Date	Theme	In Class	Assignments Due Before Class
Week 1	Wed, Sept 3rd	Welcome; about our course; syllabus	Sign up for small group roles	
Week 2	Mon, Sept 8th	Introduction to NT		NISB pp. 2248-2254 BibleProject video: "Gospel" https://bibleproject.com/videos/euangelion-gospel/ Bible Odyssey article: "Why Does the Bible Look the Way It Does?" by Rhonda Burnette-Bletsch https://www.bibleodyssey.org/articles/why-does-the-bible-look-the-way-it-does/ BibleProject video: "Choosing a Translation" https://bibleproject.com/videos/bible-basics-choosing-translation/ <i>Reading response</i>
Week 2	Wed, Sept 10th	Introduction to NT (cont.)		NISB pp. 2261-2267 González, "Poverty" (pp. 115-154) Bible Odyssey video: "The Historical Context of the Gospels" by Reza Aslan https://www.bibleodyssey.org/video-gallery/the-historical-context-of-the-gospels/ <i>Reading response</i>
Week 3	Mon, Sept 15th	Matthew	Small group roles begin	Matthew 1-15 (NISB pp. 1745-1775) Bible Odyssey video: "The Synoptic Problem" by Mark Goodacre https://www.bibleodyssey.org/video-gallery/the-synoptic-problem/ BibleProject video: "Intro to the Sermon on the Mount" https://bibleproject.com/videos/intro-to-sermon-on-the-mount/ <i>Reading response & role preparation</i>

Week 3	Wed, Sept 17th	Matthew (cont.)		Matthew 16-28 (NISB pp. 1775-1800) <i>Reading response & role preparation</i>
Week 4	Mon, Sept 22nd	Mark		All of Mark (NISB pp. 1801-1845) Bible Odyssey video: "Gospel Dates" by Mark Goodacre https://www.bibleodyssey.org/video-gallery/gospel-dates/ Bible Odyssey video: "What is the Ending to Mark's Gospel?" by Helen K. Bond https://www.bibleodyssey.org/video-gallery/what-is-the-ending-to-marks-gospel/ <i>Reading response & role preparation</i>
Week 4	Wed, Sept 24th	Mark (cont.)		<i>Role preparation</i>
Week 5	Mon, Sept 29th	Luke		Luke 1:1 - 9:50 (NISB pp. 1847-1872) <i>Reading response & role preparation</i>
Week 5	Wed, Oct 1st	Luke (cont.)		Luke 9:51-24:53 (NISB pp. 1872-1903) <i>Reading response & role preparation</i>
Week 6	Mon, Oct 6th	John	Quiz #1 on material from weeks 2-5	John 1:1-10:42 (NISB pp. 1905- 1930) <i>Reading response & role preparation</i>
Week 6	Wed, Oct 8th	John (cont.)		John 11:1-21:25 (NISB pp. 1930-1951) <i>Reading response & role preparation</i>
Week 7	Mon, Oct 13th	Acts		Acts 1:1-15:35 (NISB pp. 1953- 1985) <i>Reading response & role preparation</i>
Week 7	Wed, Oct 15th	Acts (cont.)		Acts 15:26-28:31 (NISB pp. 1986-2006) <i>Reading response & role preparation</i>
Week 8	Mon, Oct 20th	Intro to Paul Romans		Romans 1:1-8:39 (NISB pp. 2007-2023) BibleProject video: "New Testament Letters: Historical Context" https://bibleproject.com/videos/new-testament-letters-epistles-historical-context/ <i>Reading response & role preparation</i>
Week 8	Wed, Oct 22nd	Romans (cont.)	Quiz #2 on material from weeks 6-8	Romans 9:1-16:27 (NISB pp. 2023-2034) <i>Reading response & role preparation</i>
Week 9	Mon, Oct 27th	Introduction to scholarly commentaries	<i>ASYNCHRONOUS</i>	Watch pre-recorded lecture & submit lecture notes Watch Bible Odyssey video: "The Criterion of Embarrassment" by Adam Gopnik https://www.bibleodyssey.org/video-gallery/the-criterion-of-embarrassment/ Lecture notes due Monday (10/27) at 11:59pm

Week 9	Wed, Oct 29th		ASYNCHRONOUS	Midterm Case Study Response due Friday (10/31) at 11:59pm
Week 10	Mon, Nov 3rd	Galatians Philippians		All of Galatians (NISB pp. 2079-2088); all of Philippians (NISB pp. 2099-2106) <i>Reading response & role preparation</i>
Week 10	Wed, Nov 5th	1 & 2 Corinthians		All of 1 & 2 Corinthians (NISB pp. 2035-2077) <i>Reading response & role preparation</i>
Week 11	Mon, Nov 10th	Ephesians, Colossians, Philemon		All of Ephesians (NISB pp. 2089-2098); all of Colossians (NISB pp. 2107-2113); and all of Philemon (NISB pp. 2147-2150) Skinner, "Disputed Authorship" (pp. 157-171) <i>Reading response & role preparation</i>
Week 11	Wed, Nov 12th	1 & 2 Thessalonians		All of 1 & 2 Thessalonians (NISB pp. 2115-2127) <i>Reading response & role preparation</i>
Week 12	Mon, Nov 17th	1 & 2 Timothy, Titus		All of 1 & 2 Timothy, and Titus (NISB pp. 2129-2146) Bible Odyssey video: "The Pastoral Epistles" by David L. Eastman https://www.bibleodyssey.org/video-gallery/the-pastoral-epistles/ <i>Reading response & role preparation</i>
Week 12	Wed, Nov 19th	Hebrews		All of Hebrews (NISB pp. 2151-2170) <i>Reading response & role preparation</i>
Week 13	Mon, Nov 24th	James, 1 & 2 Peter, Jude	Quiz #3 on material from weeks 9-12	All of James, 1 & 2 Peter (NISB pp. 2171-2193); all of Jude (NISB pp. 2207-2209) <i>Reading response & role preparation</i>
Week 13	Wed, Nov 26th	THANKSGIVING	NO CLASS	
Week 14	Mon, Dec 1st	1-3 John		All of 1-3 John (NISB pp. 2195-2206) <i>Reading response & role preparation</i>
Week 14	Wed, Dec 3rd	Intro to Apocalyptic Literature & Revelation		Revelation 1:1-3:22 (NISB pp. 2211-2220) BibleProject video: "Apocalyptic Literature" https://bibleproject.com/videos/apocalyptic-literature/ <i>Reading response & role preparation</i>

Week 15	Mon, Dec 8th	Revelation (cont.)		Revelation 4:1-22:21 (NISB pp. 2220-2240) Gorman, "How Do We Read It? Interpreting Revelation" (pp. 61-80) <i>Reading response & role preparation</i>
Week 15	Wed, Dec 10th	Wrap up & Review		Come to class with any questions for the final exam
Week 16	Dec 15th-19th	Final Exams		Option #1 Exegesis paper due Friday (12/19) at 11:59pm Option #2 In-person exam Monday (12/15) 4:30pm – 7:00pm