New Testament History & Religion - BIB 1002

Department: Reuben Welch School of Theology & Christian Ministry

Semester: Spring 2026 | **Number of Credits**: 3 Credits

Days & Times: Tuesdays & Thursdays 8:00am - 9:15am | **Class Location:** Taylor 312

Final Exam: Thursday, 5/7 at 7:30am-10am

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Professor Meghan Bishop
Email (primary contact method):	mbishop1@pointloma.edu
Department Office Phone:	(619) 849-2234
Office location and hours:	*Please email me to request a time.*

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

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 focuses on the study of the New Testament as both **a historical literary work** rich in its unique first-century context and as **a living book** relevant and formative for the life of the Christian anywhere and always. The course intends to 1) cultivate a lasting curiosity in students that inspires lifelong engagement with the NT and 2) equip students with skills to become virtuous in interpretation and practice.*

Program and Course Learning Outcomes

Upon completion of this 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

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

> With a focus on the understanding Christian Scripture portion of the learning outcome, one of the assignments for the course will be a **signature assignment*** (see "Virtuous Interpreter Paper" in Assignments section) where 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 Texts

Harrelson, Walter J., ed. *The New Interpreter's Study Bible: New Revised Standard Version with the Apocrypha*. Nashville: Abingdon Press, 2003. (ISBN 9780687278329)

Kovalishyn, Mariam Kamell, ed. *New Testament Around the World: Exploring Key Texts from Different Contexts.* Grand Rapids: Baker Academic, 2025. (ISBN 9781540962966)

Note: There will be **required supplemental materials** posted on Canvas (including articles, book excerpts, videos, or other documents). These 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.

Assessment and Grading

See below for a point distribution of weighted grades by assignments:

Assessment Item (Assignment)	% of Total Grade	Points
Paper #1 - Your Experience in Christianity	5%	50
Paper #2 - Virtuous Interpreter Paper	15%	150
Creative Application Assignments	15%	150
Reading Quizzes	20%	200
Midterm Exam	20%	200
Final Exam	25%	250
Extra Credit (optional)	Additional points available (see below)	–

Papers

All paper should be typed, double-spaced, 12pt Times New Roman, 1 inch margins.

- **Paper #1) Your Experience with The Bible (5%) –** Each student approaches the Bible and the Christian faith with various experiences and perspectives. Write a 1,000-word paper explaining your personal experience with religion and with the New Testament. Spend the first half of your paper sharing about your faith background. Spent the second half sharing about your experience with the Bible. What, if any, of the New Testament have you read? What questions do you have about the New Testament as you approach this course?

- **Paper #2) Virtuous Interpreter Paper** *aka "signature assignment"* **(15%) –** This paper is designed to help students understand Christian Scripture more deeply by doing a close reading of a specific passage in light of a major theological question, choosing from one of the following options below and following the rubric below:
    - **Option 1) Jesus and Justice: Interpreting the Beatitudes Today** – Read Matthew 5:1–12. Apply this passage to a current social or theological issue (e.g., poverty, persecution, justice, mental health).
    - **Option 2) Paul on Unity in a Divided Church** – Read Ephesians 2:11-22. Apply Paul's vision to a modern issue of division in the church (e.g., denominationalism, race and reconciliation, politics, etc.).

- **Option 3) Women in the Early Church and Today** – Read 1 Corinthians 11:2-16. Apply your interpretation to a contemporary conversation about gender roles in the church.

Guidelines: Each final paper should be 1,500 words and should reference at least 3 academic sources (see sources provided in Canvas for help). Use Turabian format with footnotes and bibliography (see guidelines here). The paper **must** include the following components:

1. **Knowledge of Background** – Provide background information about the passage ("prolegomena" - i.e., who wrote it, setting, audience, situation, larger context from the surrounding passages)
2. **Exegetical Responsibility** – Do a close reading of your passage. Record your key observations/questions that come up while reading the text (e.g., what stands out?, word repetition, key phrases, cultural references, something unusual, etc.).
3. **Research** – Use academic sources to dig deeper and provide your research findings about your observations/questions. Include cultural/historical context. What do you think the writer was trying to accomplish with their text for the original audience?
4. **Application** -- What does this text mean applied to our modern context (i.e., focus on your topic)? Mention how your social location (i.e., geographic context, gender, socioeconomic, age, ethnicity, etc.) impacts how you think about the topic?

Creative Application Assignments (combine for a total of 15% of your grade)

- **Creative Application #1) Visual Sketch of New Testament Genre Categories –** The New Testament contains several distinct literary genres, including Gospels, Narrative, Letters (aka Epistles), and Apocalyptic literature. Create a visual sketch that depicts the genre breakdown of the entire New Testament. The sketch may be digital or hand-drawn, but the image must be created by you (not AI-generated). Visual metaphors (library, body, journey, house, tree, etc.) are welcome. Your visual should include all 27 NT books grouped by genre and how those genres relate to one another. Differentiate between the "Pauline epistles" and General Epistles.
- **Creative Application #2) Pentecost Project –** Read Acts 2. Notice on the day of Pentecost, we see that there were "God-fearing Jews from *every nation* under heaven" and "each one heard *their own language* being spoken." We see the value of diversity in culture, ethnicity, geography, nationality, and language. Think about your own cultural heritage. Find a cultural artifact (such as a family recipe, an old family photo, a song, etc.) and write 200 words about your cultural heritage and connect your story to the story of Pentecost where God's spirit pours out on all flesh (v. 17). Submit an image of your artifact and writing for credit. Also, designate if you are willing to have your artifact included in a class collage. (Note – if an image of your specific artifact is unavailable, contact your professor for approval to submit an alternative image.)
- **Creative Application #3) Create a Meme** – Create an original meme inspired by the current week's readings. The meme may be digital or hand-drawn, but the image must be created by you (not AI-generated). Write 100-200 words explaining the meaning/significance of what you have created in relation to our week's materials (i.e., Romans or 1 Corinthians). Submit both image and writing for credit.

- **Creative Application #4) Journal Reflection on Eph 4:25–32 –** Read Ephesians 4:25-32. Read it 3 times outloud. Remember - the Bible wasn't written to us, but it was written for us. Think about the passage devotionally (i.e., what it means applied to your own habits, patterns, and lifestyle.) Notice what strikes you about the passage. Write a roughly 100-200-word journal reflection about what resonates with you from the passage and how it might apply to your own life.
- **Creative Application #5) Drawing the Throne -** Read Revelation 4 again from this week's reading. Create a hand-drawn depiction of the scene of the throne in heaven. You will not be graded on artistic ability but on capturing the details of the text.

Reading Quizzes (combine for a total of 20% of your grade) – These short quizzes will cover the assigned material for that day, which can include material from the Bible reading, videos, and/or articles in Canvas. Students should expect a short closed-book quiz at the beginning of nearly every class. Students' lowest 3 quiz scores will be dropped at the end of the semester (including missed quizzes from unexcused absences).

If a student misses class and wants to make up a quiz, the student must make arrangements with the professor to make up the quiz within 1 week. Students can make up no more than 3 quizzes.

Midterm Exam (20% of your grade) – The midterm exam will be a closed-book in-class exam covering the material we have explored in class until that point.

Final Exam (25% of your grade) – The final exam will be a closed-book in-class exam covering the material we have explored over the entire course.

Extra Credit Assignments (optional) – There are 2 optional extra credit opportunities in this class.

Extra Credit #1: Wiley Lectures Paper – Attend a Wiley Lecture and submit assignment to earn up to 10 points toward your Virtuous Interpreter Paper. Attend a 2nd lecture and submit assignment and earn up to an additional 5 points (up to 15 total). Additional lectures are encouraged but will not be available for additional credit. (Note - Virtuous Interpreter Paper grade is capped at 150pts.)

Lecture Schedule:

Lecture 1: "Creation: Cosmos, Connection, Creativity
*Monday March 23, 2026 11:00-11:50am, Crill Performance Hall

Lecture 2: "Ecology: What's Coming?"
*Monday March 23, 2026 1:30-2:20pm, Crill Performance Hall

Lecture 3: "Gender: Tangles of Sex, Bodies, Politics"
*Tuesday March 24, 2026 9:30-10:20am, Crill Performance Hall

Lecture 4: "Hope: Embracing Planetude"
*Wednesday March 25, 2026 8:30-9:20am, Crill Performance Hall

Assignment: Submit a Selfie + Reflection Paper (due Thursday, March 31st at 11:59pm in Canvas) – Selfie must show yourself clearly at the lecture. (Please do not be a distraction when taking the photo). Submit a 500-word reflection paper. The paper must include the following:

- Summary (~200 words): Main ideas of the lecture.
- Reflection (~200 words): How it connects to class themes, your faith, your own thoughts, or questions raised.
- Takeaway (~100 words): What changed in how you think/feel? What will you do in response?
- **Note**: Per class guidelines, no AI-generated writing. You may use tools to outline or plan, but not to produce text. Copy-pasted AI content = no credit.

Extra Credit #2 – Gospel of Thomas Comparative Paper

Students may earn up to 20 extra credit points on your final exam by completing extra credit. (Note - Final Exam grade is capped at 200pts.) Write a 1,000-word paper analyzing the non-canonical first century writing "The Gospel of Thomas" in dialogue with the New Testament. After reading the document, the student should: 1) summarize the Gospel of Thomas (400 words) and 2) compare it with the Gospels in the New Testament (600 words). All external sources must be cited. The document can be accessed at the link below:
https://wesley.nnu.edu/sermons-essays-books/noncanonical-literature/noncanonical-literature-gospels/the-scholars-translation-of-the-gospel-of-thomas/.

Grading Scale

Letter grades will be assigned according to the following scale:

Points	Grade	Points	Grade
93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	>59%	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 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.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In New Testament History & Religion, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include mistreatment of women, slavery, household codes, demons, and violence. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of New Testament, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the date and time listed in Canvas, barring EAC accommodations. Late submissions will be penalized 10% per day, up to three days. Assignments more than three days late will not be accepted unless prior arrangements have been made due to documented illness or emergency. Exams and in-class assessments cannot be submitted late.

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

Point Loma Nazarene University supports academic integrity and the thoughtful integration of emerging technologies, including artificial intelligence (AI), in the learning process.

READ CAREFULLY – In this course, you are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) **to generate ideas**, but you are **not** allowed to use AI tools **to generate content** (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from your professor.

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.

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

Course Schedule & Assignments At-A-Glance

Note: The following schedule and assignments will also be posted in Canvas under Modules. Course schedule, topics, material, and assignments 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.

Date	**Topic**	**Material** (material listed is to be read/watched **before** class)	**Assignment** (see deadlines in Canvas)
Tues, 1/13	Introduction to the NT: Part I	-**Read** the syllabus	
Thurs, 1/15	Introduction to the NT:	**-Watch** BP What is the Bible? and BP NT	

	Part II	Overview Video -**Read** "Introduction" (xv-xvi), "To the Reader (pp. xvii-xx), "Inspiration" (pp. 2255-2260), "Reliability" (pp. 2243-2247) in *Interpreters*	
Tues, 1/20	Introduction to the NT: Part III	-**Watch** BP The Story of the Bible and "What is the Bible" - J. John & NT Wright -**Read** "Guidelines for Reading & Interpretation" in *Interpreters* (pp. 2261-2265) -**Read** Introduction in *The New Testament around the World* (pp. xi-xiii) -**Read** article(s) in Canvas	**Due**: Paper #1) Your Experience with the Bible
Thurs, 1/22	Introduction to the NT: Part IV	-**Watch** The New Testament in Its World Introduction with NT Wright & Mike Bird -**Look at** maps 13, 14, 17, 18, 19 in *Interpreters* (find in back of the book) -**Read** article(s) in Canvas	
Tues, 1/27	The Gospels Overview	-**Watch** BP How to Read the Gospel Video -**Read** _____ -**Read** article(s) in Canvas	
Thurs, 1/29	Matthew	-**Watch** BP Matthew 1-13 Video & Matthew 14-28 Video -**Read** Matthew in *Interpreter's Bible* -**Read** article(s) in Canvas	**Due**: Creative Application #1) Visual Sketch of New Testament Genre Categories
Tues, 2/3	Mark	-**Watch** BP Mark Video -**Read** Mark in *Interpreter's* -**Read** Ch. 2 "Seeing Divine Beauty on the Way to the Cross" in *The New Testament around the World*	
Thurs, 2/5	Luke	-**Watch** BP Luke 1-9 Video & Luke 10-24 Video -**Read** Luke in *Interpreter's* -**Read** Ch. 3 "Power and Exorcism in Luke: An Indonesian Reading" in *The New Testament around the World*	
Tues, 2/10	John Part I	-**Watch** BP John 1-12 Video -**Read** John 1-12 in *Interpreter's* -**Read** article(s) in Canvas	
Thurs, 2/12	John Part II	-**Watch** BP John 1-12 Video -**Read** John 13-21 in *Interpreter's*	

		-**Read** article(s) in Canvas	
Tues, 2/17	Acts Part I	-**Watch** BP Acts 1-12 Video -**Read** Acts 1-12 in *Interpreter's* -**Read** article(s) in Canvas	**Due**: Creative Application #2) Pentecost Project
Thurs, 2/19	Acts Part II & Paul/Letters Overview	-**Watch** BP Acts 13-28 Video & BP New Testament Letters (Historical Context) & New Testament Letters (Literary Context) -**Read** Acts 13-28 in *Interpreter's* -**Read** article(s) in Canvas	
Tues, 2/24	Romans	-**Watch** BP Romans 1-4 Video & BP Romans 5-16 -**Read** Romans in *Interpreter's* -**Read** article(s) in Canvas	
Thurs, 2/26	1 Corinthians	-**Watch** BP 1 Cor Video -**Read** 1 Cor in *Interpreter's* -**Read** Ch. 7 "Spoilage of Jang-Yu-Yu-Seo" in *The New Testament around the World*	**Due**: Creative Application #3) Create a meme
Tues, 3/3	2 Corinthians	-**Watch** BP 2 Cor Video -**Read** 2 Cor in *Interpreter's* -**Read** Ch. 8 "Sin, Pollution, and Cleansing in 2 Corinthians 7:1 - An African Perspective" in *The New Testament around the World*	
Thurs, 3/5	**MIDTERM**	–	–
Tues, 3/10	NO CLASS	SPRING BREAK	
Thurs, 3/12	NO CLASS	SPRING BREAK	
Tues, 3/17	Galatians	-**Watch** BP Galatians Video -**Read** Galatians in *Interpreter's* -**Read** Ch. 10 "Galatians as the Basis for Resisting American Evangelicalism's 'Works of the Law'" in *The New Testament around the World*	Q
Thurs, 3/19	Ephesians	-**Watch** BP Ephesians Video -**Read** Ephesians in *Interpreter's* -**Read** Ch. 11 "Grace at Work: Reading Ephesians 2:11-22 with the Filipino Diaspora" in *The New Testament around the World*	**Due**: Creative Application #4) Journal Reflection on Eph 4:25–32
Tues, 3/24	Philippians	-**Watch** BP Phil Video	

		-**Read** Philippians in *Interpreter's* -**Read** Ch. 12 "Philippians and a Spirituality of Joy: A Colombian Reading" in *The New Testament around the World*	
Thurs, 3/26	Colossians & Philemon	-**Watch** BP Col Video -**Read** Colossians & Philemon in *Interpreter's* -**Read** article(s) in Canvas	**Note:** class encouraged to attend 9:30am Wiley Lectures for extra credit opportunity
Tues, 3/31	1 & 2 Thessalonians	-**Watch** BP 1 Thes Video & BP 2 Thes Video -**Read** 1 & 2 Thes in *Interpreter's* -**Read** article(s) in Canvas	**Due**: Extra Credit Paper on Wiley Lectures **(OPTIONAL)**
Thurs, 4/2	NO CLASS	EASTER BREAK	
Tues, 4/7	1 & 2 Timothy, Titus	-**Watch** BP 1 Tim Video & BP 2 Tim Video & BP Titus Video -**Read** 1 Tim, 2 Tim, & Titus in *Interpreter's* -**Read** Ch. 15 "The Pastoral Epistles and the Younger Generation on Ancient Crete" in *The New Testament around the World*	
Thurs, 4/9	Hebrews	-**Watch** BP Hebrews Video -**Read** Hebrews in *Interpreter's* -**Read** article(s) in Canvas	
Tues, 4/14	James	-**Watch** BP James Video -**Read** James in *Interpreter's* -**Read** article(s) in Canvas -**Read** Ch. 17 "Patience in the Light of the Lord's Coming (James 5:7-11): A Latin American Reading" in *The New Testament around the World*	**Due**: Paper #2) Virtuous Interpreter Paper
Thurs, 4/16	1 & 2 Peter	-**Watch** BP 1 Peter Video & BP 2 Peter Video -**Read** 1 & 2 Peter in *Interpreter's* -**Read** Ch. 18 "Reading 1 Peter among the Elect Resident Aliens in Sri Lanka" in *The New Testament around the World*	
Tues, 4/21	1, 2, & 3 John	-**Watch** BP 1, 2, & 3 John Video -**Read** 1, 2, & 3 John in *Interpreter's* -**Read** article(s) in Canvas	
Thurs, 4/23	Jude & Revelation Part I	-**Watch** BP Jude Video & BP Revelation	**Due**: Creative Application #5)

		1-11 Video -**Read** Jude & Revelation 1-11 in *Interpreter's* -**Read** article(s) in Canvas	Drawing the Throne
Tues, 4/28	Revelation Part II	-**Watch** BP Revelation 12-22 Video -**Read** Revelation 12-22 in *Interpreter's* -**Read** article(s) in Canvas	
Thurs, 4/30	Bringing It All Together!	-**Read** article(s) in Canvas	
Tues, 5/5	No Class (Finals Week)	–	**Due**: Extra Credit Paper on The Gospel of Thomas **(OPTIONAL)**
Thurs, 5/7	**IN-PERSON FINAL EXAM at 7:30am-10am**	–	–

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: HERE