Reuben Welch School of Theology and Christian Ministry

BIB 1002: New Testament History & Religion

3 Units

Spring 2026

Instructor title and name: Prof. Jonathan Manning	**Instructor phone:** 626-236-0008 (my personal cell)
Office location and hours: Salomon 103; by appointment	**Instructor email:** jmanning@pointloma.edu
Meeting times/days: 11:00a-11:55a MWF	**Meeting location:** Bond Academic Center 151
Final Exam: Wed, 5/6/26, 10:30a-1:00p	

PLNU MISSION STATEMENT AND CORE VALUES: 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 are a learning community where truth is pursued, grace is foundational, 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

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.

COURSE LEARNING OUTCOMES

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

REQUIRED TEXTS

Harrelson, Walter J., ed. *The New Interpreter's Study Bible: New Revised Standard Version with the Apocrypha*. Nashville: Abingdon Press, 2003. ISBN 978-0687278329.

Longenecker, Bruce W. *The Lost Letters of Pergamum: A Story from the New Testament World*. 2nd ed. Grand Rapids: Baker Academic, 2016. ISBN 978-0801097966.

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

ASSESSMENT AND GRADING

Assignment Distribution by Points and Percentage:

Class Attendance and Participation	75 points	(~14%)
Reading Quizzes	75 points	(~14%)
Reading Journals	75 points	(~14%)
Article Responses	75 points	(~14%)
Unit Exams	150 points	(~27%)
Class Final (Critical Response to *Lost Letters of Pergamum*)	100 points	(~18%)
TOTAL POINTS	550 points	(100%)

Grading Scale:									
		89%-87%	= B+	79%-77%	= C+	69%-67%	= D+		
100%-93%	= A	86%-83%	= B	76%-73%	= C	66%-63%	= D	59%-0%	= F
92%-90%	= A-	82%-80%	= B-	72%-70%	= C-	62%-60%	= D-		

Coursework Overview:

Attendance and Participation (worth 75 points total):

Class Attendance (40 points): From the university-wide attendance policy in the PLNU Catalog (**pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#classattendance**): "Regular and punctual attendance at all classes…is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences (including illness) except as approved in writing by the Provost for specific students participating in certain university-sanctioned activities." It is a university-wide policy that if a 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 of class sessions, the student may be de-enrolled without further notice until the university withdrawal date, or, after that date, the student may receive a failing grade in the class.

Total number of BIB class sessions: 42 10% threshold: 5 absences 20% threshold: 9 absences

For students attending >80% of sessions: On-time attendance at each class session earns full credit (1 point per session). Late arrival to and early departure from sessions will earn reduced credit subject to instructor discretion. Unexcused absences will not earn credit. Students missing class for any reason should contact the instructor asap (before the class occurs, if possible) for further steps.

For students attending <80% of sessions: Students will at minimum receive a failing attendance/participation grade and may also (as per above university-wide policy) be subject to de-enrollment or failure in the overall course.

Class Participation (35 points): Class participation means arriving prepared to discuss assigned reading and other class material, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class, all of which are habits of engagement. In this class you might not have the opportunity to speak up daily, but you should still come prepared to contribute something to discussion daily and should strive to contribute regularly. Participation also encompasses completing assigned in-class tasks, maintaining focus, avoiding inappropriate technology use, and avoiding distraction of self and others.

Q: What will earn me the maximum participation grade?
A: Speaking up in class (productively), asking questions, remaining on-task during group discussion, not distracting others

Q: What will reduce my participation grade?
A: Remaining quiet during most class sessions, never asking questions, distracting others, inappropriate use of technology (e.g., unauthorized use of screen devices, airpods, etc., during class)

Reading Quizzes (worth 75 points total): Answer questions about the weekly assigned Bible/Powell reading.

Quizzes will consist of a mixture of online Canvas quizzes (repeatable, open-book, randomly generated) and also brief in-class quizzes (handwritten on paper, closed-book, administered once at the beginning of some class sessions).

The purpose of reading quizzes is to provide encouragement and accountability for completing the assigned class reading, which is required for students to gain mastery of the overall concepts and ideas of the class. Individually, quizzes are low stakes tasks that add up over time (much like a student's consistent discipline of reading and thinking about class material will add up over time).

Reading Journals (worth 75 points total; 15 per journal, 5 total journals):

Instructions: In this class we have a wealth of different resources from which to learn. On a weekly basis, we will encounter some combination of Bible reading, Powell/Longenecker textbook reading, various scholarly articles, course module reading, and/or Bible Project videos. Five times during the semester when a Reading Journal assignment comes due, respond to one or more aspects of the week's materials. There are multiple possible options for completing this assignment.

Connections Journal. (Repeatable.) We learn best when we make connections between our learning, our existing knowledge, and our experiences. Compose and submit a minimum 400-word journal in which you write about some of the given week's class materials, making specific connections between (1) specific things you read, and (2) specific ideas, moments, or discussions from within our class sessions. To earn credit, your paper must be concrete and must connect between both areas with specificity.

Create a Meme or Drawing. (1x max per semester.) Create an original meme, or draw/sketch an image or images inspired by the current week's readings. How exactly you do this can remain loosely defined, but the image (meme or drawing) must be created by you. Write 100-200 words explaining the meaning/significance of what you have created in relation to our week's materials. Submit both image and writing for credit.

Handwritten Scripture. (1x max per semester.) Choose a scriptural text from the current week's reading spanning 10+ verses and create two handwritten copies of your text. Write 100-200 words reflecting on how slowing down to handwrite changed your experience of the text. Submit both handwritten images and writing for credit.

Oral Scripture Recitation. (1x max per semester.) Choose a scriptural text from the current week's reading spanning 10+ verses and memorize it word-for-word. Arrange a time with me to recite your chosen text before/after class or during office hours. Normal Tues. deadline does not apply; no Canvas submission required.

Office Hours Discussion. (1x max per semester.) Make a 15-minute office hours appointment with me and come prepared to demonstrate your knowledge of the reading by having an office hours discussion. (Note: while you can only earn journal credit once by this method, you are of course welcome to make repeated use of office hours throughout the semester!) Normal Tues. deadline does not apply; no Canvas submission required.

Note: There will be eight "Reading Journal" due dates, and you may choose which five you complete for credit.

Article Responses (worth 75 points total; 25 per response, 3 total responses):

Instructions: Throughout the semester we will read a variety of scholarly pieces relevant to our weekly topics. Three times during the semester when an Article Response assignment comes due, compose and submit a minimum 620-word response to what you've read in the article. As with the above **Connections Journal** assignment, your Article Response must make specific connections between (1) specific things you read in the given article, and (2) specific ideas, moments, or discussions from within our class sessions. To earn credit, your paper must be concrete and must connect between both areas with specificity.

Note: There will be six "Article Response" due dates, and you may choose which three you complete for credit.

Unit Exams (worth 150 points total; 75 per exam, 2 total exams):

Unit Exams will offer the chance to consolidate learning and make connections between class topics and ideas. Specific instructions and details will be given in class.

In-Class Essay Final: Critical Response to Longenecker's *Lost Letters of Pergamum*: (worth 100 points total):
(SIGNATURE ASSIGNMENT FOR BIB1002)

Instructions: During the final exam period, write an in-class essay that demonstrates your understanding of the *Lost Letters* novel and your overall learning across our course content. In your essay, you will pursue the following goals:

1. Throughout your response, use specific details from the Lost Letters novel in a way that demonstrates that you read the book and understand the main narrative (i.e., plot/character) elements of the novel.
2. Explain how *The Lost Letters* contributes to your understanding of the difference between traditional patronage and radical patronage, as we first learned about in Eric Heen's article.
3. Explain how *The Lost Letters* connects to—and indeed, exemplifies—our class discussion of *Nightmare Before Christmas* and syncretism.
4. In your response, cite Romans 12:3-5** and also at least one additional text drawn from Romans 12** and discuss the meaning of these texts in light of the *Lost Letters* novel.

Throughout your paper, demonstrate mastery of the underlying concepts and arguments of our class and of Longenecker's text for best results. **Note: During the final exam period, the full text of Romans 12 will be provided for reference.

ACADEMIC ACCOMMODATIONS

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.

ACADEMIC HONESTY

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 PLNU's complete academic honesty policy, including definitions and examples of academic dishonesty, under "Academic and General Policies" at this link:
(**pointloma-public.courseleaf.com/tug-catalog/academic-general-policies#academichonesty/**).

ARTIFICIAL INTELLIGENCE / AI TOOLS

We learn best when we take time to think about ideas, process them, deeply engage with them, make connections between them, talk about them with others, etc. The use of AI generators largely subverts and circumvents these ways of thinking and learning. Using AI tools at any point in the writing process also strongly increases the likelihood that a student's writing will be comingled with words and ideas from elsewhere, which is a form of plagiarism regardless of intent. AI tools have also repeatedly been shown to generate plausible-sounding but false, fabricated, or even nonsensical responses to user inputs. For these reasons, the use of AI tools such as ChatGPT and Grammarly, etc., is emphatically unwelcome in absolutely every aspect of this class. **Please do not use these tools for any purpose in our class, period.**

Q: What if I don't understand something in our class materials and need to research it for myself?
A: Ask a fellow student for help; ask the professor before or after class; make an appointment and come to office hours.

Q: What if I need help coming up with ideas for one of our BIB papers, or what if I need help drafting/outlining a paper?
A: Visit the Loma Writing Center for help with any writing task; make an appointment and come to office hours.

COPYRIGHT POLICY

PLNU, 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.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted at this link: (**pointloma-public.courseleaf.com/academic-calendars-schedules/**).

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.

INCLUSIVE LANGUAGE AND BELONGING

PLNU 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 entails avoidance of stereotypes, demeaning terminology, and unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, language, marital status, national origin, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. 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.

For further discussion and specific examples of inclusive language, please visit the following academic websites:

- The APA Style Guide: Bias-Free Language
  - https://apastyle.apa.org/style-grammar-guidelines/bias-free-language

- The California State University Chancellor's Office: Diversity Style Guide
  - https://www2.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx

You may report an incident of bias at this link: (**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, accommodations and resources are available through the Title IX Office: (**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 (counselingservices@pointloma.edu) or find a list of confidential resources at this link: (**pointloma.edu/title-ix/get-help-now**).

USE OF TECHNOLOGY / SCREEN DEVICES

Outside of class sessions: it is essential that students use technology—including frequent use of the Canvas website and PLNU gmail accounts—to communicate with the instructor and classmates and to complete assigned work.

During class sessions: technology such as phones, tablets, laptops, airpods, and/or other screen or headphone devices, etc. should never be operated, due to their powerful capacity to distract both the user and those in proximity to the user.

Exceptions to this policy:
(1) Technology use at the direction of the instructor (e.g., for course evaluations, etc.)
(2) Technology use due to specific EAC accommodations
(3) Specifically, use of tablet (laid flat on the tabletop) + stylus for notetaking, since this simulates handwritten notetaking

Unauthorized use of technology in class may result in loss of participation or (in excessive cases) attendance credit.

LOMABOOKS INSTRUCTIONS

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 visit this link: (**pointloma.edu/lomabooks**)

COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, assignments, and deadlines may be changed at the instructor's discretion.
Unless marked "in-class" or 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 need help for any reason.

WEEK 01 *Intro to New Testament Studies*	**MON, JAN 12 – SAT, JAN 17** Reading Due: • Class Syllabus • Billings, "How to Read the Bible"	Assignments Due: • **In-Class Syllabus Quiz (Wednesday)** • **Student Information Survey (Friday)**
WEEK 02	**TUE, JAN 20 – SAT, JAN 24** Reading Due: • Powell 11-57 (Preface, Chs. 1, 2)	Assignments Due: • **Week #2 Online Reading Quiz (Tuesday)** • **Reading Journal Opportunity #1 (Tuesday)** (reminder: of the 8 Journals, choose 5)

WEEK 03 *The Gospel(s)*	**MON, JAN 26 – SAT, JAN 31** Reading Due: • Powell 59-75; 95-117 (Chs. 3, 5) • Mark 1; Matthew 1-4; Luke 1-4; John 1-2 • Trobisch, "Oral Performance of Biblical Texts" Assignments Due: • **Week #3 Online Reading Quiz (Monday)** • **Trobisch Article Response (Tuesday)** (reminder: of the 6 Responses, choose 3)
WEEK 04	**MON, FEB 2 – SAT, FEB 7** Reading Due: • Powell 77-93; 141-159 (Chs. 4, 7) • Mark (all) Assignments Due: • **Week #4 In-Class Reading Quiz (Monday)** • **Reading Journal Opportunity #2 (Tuesday)** (reminder: of the 8 Journals, choose 5) Recommended: • BP Video Short: Mark (https://youtu.be/HGHqu9-DtXk)
WEEK 05	**MON, FEB 9 – SAT, FEB 14** Reading Due: • Powell 119-139 (Ch. 6) • Matthew (all) Assignments Due: • **Week #5 Online Reading Quiz (Monday)** • **Reading Journal Opportunity #3 (Tuesday)** (reminder: of the 8 Journals, choose 5) Recommended: • BP Video Shorts: Matthew (part 1: https://youtu.be/3Dv4-n6OYGI part 2: https://youtu.be/GGCF3OPWN14)
WEEK 06	**MON, FEB 16 – SAT, FEB 21** Reading Due: • Powell 161-181 (Ch. 8) • Luke (all) • Heen, "Radical Patronage in Luke-Acts" Assignments Due: • **Week #6 In-Class Reading Quiz (Monday)** • **Heen Article Response (Tuesday)** (reminder: of the 6 Responses, choose 3) Recommended: • BP Video Shorts: Luke (part 1: https://youtu.be/XIb_dCIxzr0 part 2: https://youtu.be/26z_KhwNdD8)
WEEK 07	**MON, FEB 23 – SAT, FEB 28** Reading Due: • Powell 183-203 (Ch. 9) • John (all) Assignments Due: • **Week #7 Online Reading Quiz (Monday)** • **Reading Journal Opportunity #4 (Tuesday)** (reminder: of the 8 Journals, choose 5) Recommended: • BP Video Shorts: John (part 1: https://youtu.be/G-2e9mMf7E8 part 2: https://youtu.be/RUfh_wOsauk)
WEEK 08 *Acts*	**MON, MAR 2 – SAT, MAR 7** ****Unit Exam #1 will take place during class on Monday, Mar 2, 2026**** Reading Due: • Powell 205-229 (Ch. 10) • Acts (all) • Wolff, "Sharing the Gospel as Witness to Jesus" Assignments Due: • **Week #8 In-Class Reading Quiz (Wednesday)** • **Wolff Article Response (Tuesday)** (reminder: of the 6 Responses, choose 3) Recommended: • BP Video Shorts: Acts (part 1: https://youtu.be/CGbNw855ksw part 2: https://youtu.be/Z-17KxpjL0Q)
	MON, MAR 9 – SAT, MAR 14 **SPRING BREAK – NO CLASS**
WEEK 09 *The Pauline Epistles*	**MON, MAR 16 – SAT, MAR 21** Reading Due: • Powell 231-269; 323-337; 431-441 (Chs. 11, 12, 16, 23) • Philemon, Galatians (all) • Holland, "Philemon in Light of Galatians 3:28" Assignments Due: • **Week #9 Online Reading Quiz (Monday)** • **Reading Journal Opportunity #5 (Tuesday)** (reminder: of the 8 Journals, choose 5) Recommended: • BP Video Shorts: Philemon (https://youtu.be/aW9Q3Jt6Yvk) Galatians (https://youtu.be/vmx4UjRFp0M)

WEEK 10	**MON, MAR 23 – SAT, MAR 28** Reading Due: • Powell 271-307 (Chs. 13, 14) • Romans, 1 Corinthians (all) • Favale, "Evangelical Gnosticism" Assignments Due: • **Week #10 In-Class Reading Quiz (Monday)** • **Reading Journal Opportunity #6 (Tuesday)** (reminder: of the 8 Journals, choose 5) Recommended: • BP Video Shorts: Romans (part 1: https://youtu.be/ej_6dVdJSIU part 2: https://youtu.be/0SVTl4Xa5fY) 1 Corinthians (https://youtu.be/yiHf8klCCc4)
WEEK 11	**MON, MAR 30 – SAT, APR 4** Reading Due: • Powell 309-321; 357-369 (Chs. 15, 18) • 2 Corinthians, Philippians (all) • LaMothe, "Confusion of Tongues" Assignments Due: • **Week #11 Online Reading Quiz (Monday)** • **LaMothe Article Response (Tuesday)** (reminder: of the 6 Responses, choose 3) Recommended: • BP Video Shorts: 2 Corinthians (https://youtu.be/3lfPK2vfC54) Philippians (https://youtu.be/oE9qqW1-BkU)
WEEK 12	**TUE, APR 7 – SAT, APR 11** Reading Due: • Powell 387-401; 413-429 (Chs. 20, 22) • 1 Thessalonians, 1 Timothy (all) • Kroeger, "The Apostle Paul and the G-R Cults of Women" Assignments Due: • **Week #12 In-Class Reading Quiz (Wednesday)** • **Kroeger Article Response (Tuesday)** (reminder: of the 6 Responses, choose 3) Recommended: • BP Video Short: 1 Thessalonians (https://youtu.be/No7Nq6IX23c)
WEEK 13 *The Catholic Epistles + The Apocalypse*	**MON, APR 13 – SAT, APR 18** Reading Due: • Powell 461-477 (Ch. 25) • James (all) Assignments Due: • **Week #13 Online Reading Quiz (Monday)** • **Reading Journal Opportunity #7 (Tuesday)** (reminder: of the 8 Journals, choose 5) Recommended: • BP Video Short: James (https://youtu.be/qn-hLHWwRYY)
WEEK 14	**MON, APR 20 – SAT, APR 25** ****Unit Exam #2 will take place during class on Friday, Apr 24, 2026**** Reading Due: • Powell 479-521 (Chs. 26, 27, 28) • 1-2 Peter, 1-3 John (all) Assignments Due: • **Week #14 In-Class Reading Quiz (Monday)** • **Reading Journal Opportunity #8 (Tuesday)** (reminder: of the 8 Journals, choose 5) Recommended: • BP Video Short: 1-3 John (https://youtu.be/l3QkE6nKylM)
WEEK 15	**MON, APR 27 – SAT, MAY 2** Reading Due: • Powell 531-551 (Ch. 30) • Revelation (all) • Hauerwas, "Hating Mothers as the Way to Peace" Assignments Due: • **Week #15 Online Reading Quiz (Monday)** • **Hauerwas Article Response (Tuesday)** (reminder: of the 6 Responses, choose 3) Recommended: • BP Video Shorts: Revelation (part 1: https://youtu.be/5nvVVcYD-0w part 2: https://youtu.be/QpnIrbq2bKo)
WEEK 16 *Finals Week*	**MON, MAY 4 – FRI, MAY 8** Reading Due: • Longenecker's *Lost Letters of Pergamum* (all) Assignments Due: n/a Strongly Recommended (Re-)Reading: • Heen, "Radical Patronage in Luke-Acts" *(first assigned in week 6)*