



New Testament History & Religion - BIB 1002

Department: Reuben Welch School of Theology & Christian Ministry

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

Days & Times: Mondays 2:55PM - 5:40PM | **Class Location:** Colt Forum

Final Exam: Monday, December 14th at 2:55PM

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

Powery, Emerson B., Stacy Davis, Mary F. Foskett, and Brent A. Strawn, eds. *The Westminster Study Bible: New Revised Standard Version Updated Edition with the Deuterocanonical/Apocryphal Books*. Louisville, KY: Westminster John Knox Press, 2024. (ISBN 9780664266974)

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 & the Bible Paper	5%	50
Paper # 2 - Virtuous Interpreter Paper (aka "signature assignment")	15%	150
In-Class Reading Quizzes	15%	150
In-Class Exegetical Labs	15%	150
Creative Application Assignments	15%	150
Exam #1 - Midterm Exam	15%	150
Exam #2 - Final Exam	20%	200

Papers

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

- **Paper #1) Your Experience in Christianity & 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 Casts out an Unclean Spirit (Luke 4:31-37)** - *What does this passage teach us about demonic activity and spiritual realities today?*
 - **Option 2) The Lord's Supper & Table Fellowship (1 Corinthians 11:17-34)** - *What does the Lord's Supper require of us as the body of Christ today?*
 - **Option 3) Unity across Difference (Ephesians 2:11-22)** - *What does this passage teach us about pursuing unity amid difference in the church today?*

- **Option 4) Suffering as a Christian (1 Peter 4:12-16)** - *What does this passage teach us about Christian suffering and persecution today?*

Guidelines: Each final paper should be 1,200 words and should reference at least 4 **academic** sources (one source must be the corresponding chapter from *The New Testament Around the World*). Use **Turabian format** with footnotes and bibliography (see guidelines [here](#)). The paper **must** include the following 5 sections:

- **Knowledge of Background (~200 words)** – Study the background information about the passage, including who wrote it, setting, audience, situation, larger context from the surrounding passages. Explain how at least **two** pieces of background information affect your understanding of the passage.
- **Exegetical Responsibility (~300 words)** – Do a close reading of your passage. Observe what stands out and will require further research (e.g., word repetition, key phrases, cultural references, something unusual, etc.). Identify **4-5 significant aspects** of the passage that need further research? (This should guide your next step, research)
- **Research & Citation (~300 words)** – Let your exegetical observations guide your research. Engage at least **4 academic sources** about your passage, including the corresponding chapter from *The New Testament Around the World*, the commentary from your *Westminster Study Bible*, and at least 2 additional scholarly sources (e.g., academic journal article, scholarly book, or commentary).
 - Compare significant claims from your sources. Explain where scholars agree, disagree, or emphasize different aspects of the text, and defend your own conclusion.
 - Cite all sources with footnotes and bibliography. Use Turabian style.
 - Based on your research, now answer: What was the biblical author trying to accomplish with this text for the original audience?
- **Contextualized Application (~300 words)** – Cross “the principalizing bridge” into what this passage means for our contemporary context. You are considering the application question listed depending on your passage.
 - What does this passage teach us about demonic activity today? (Luke 4:31-37)
 - What does the Lord’s Supper require of us as the body of Christ today? (1 Corinthians 11:17-34)
 - What does this passage teach us about pursuing unity amid difference in the church today? (Ephesians 2:11-22)
 - What does this passage teach us about Christian suffering and persecution today? (1 Peter 4:12-16)

Begin by briefly explaining how the author of the corresponding chapter in *The New Testament Around the World* contextualizes the passage for their specific setting. Then, identify several aspects of your social location (e.g., geographic context, gender, socioeconomic status, age, ethnicity) and explain how it shapes the way you approach this passage and its themes. Provide 1-2 specific implications this passage has for Christians or the church in your context.

- **Closing Reflection (~100 words)** - Identify one assumption you initially had that was challenged, confirmed, or complicated by your study. Explain what changed in your understanding of this passage as a result of your research.

Reading Quizzes (combine for a total of 15% 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. The professor will drop the lowest quiz score at the end of the semester (including a 0 from a missed quiz).

If a student misses class and wants to make up a quiz, the student must email the professor to request to make up the quiz within 1 week of the absence. Students can make up no more than one quiz.

In-Class Exegetical Labs (combine for a total of 15% of your grade)

Each class period will include a **lab portion** focused on deeper exploration and practical activation of the concepts introduced that week. Labs will typically be completed in groups, with occasional opportunities for independent work.

Students are responsible for completing each in-class lab according to the instructions and standards provided by the professor. To receive credit, students must complete the lab during class and present their work to the professor. If a lab does not meet the stated expectations, the professor may require the student(s) to revise and resubmit the assignment.

Students are allowed one missed or incomplete lab, which will be dropped from the final grade at the end of the semester. Any additional labs that are missed or incomplete will receive a **0**.

Creative Application Assignments (combine for a total of 15% of your grade) - Creative Application Assignments are designed to help students engage New Testament texts through visual, creative, and devotional practices while demonstrating comprehension and contextual application.

- **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 one-page visual sketch of all 27 NT books organized by genre. 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 along with a brief explanation (1 sentence or less) of the genre. When classifying the epistles, you should designate which books are the “Pauline epistles” and which are the 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 a story or teaching from 1 Corinthians or 2 Corinthians. 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 study of the Corinthian correspondence. Submit both image and writing for credit.
- **Creative Application #4) Journal Reflection on Philippians 2:1-11** – Read Philippians 2:1-11. Read it 3 times outloud. Remember - the Bible wasn't written to us, but it was written for us. Think about the passage *devotionally* (meaning, consider how it not only impacted the first readers but how it speaks into your life). 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.

Exams

- **Midterm Exam (15% 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 (20% 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: Gospel of Thomas Comparative Oral Report (optional)

Guidelines:

Students may earn up to 20 extra-credit points on the Final Exam by completing this assignment. (Note: The Final Exam grade is capped at 200 total points.)

Record and submit a **5-minute video oral report** on your study of The Gospel of Thomas in dialogue with the New Testament. Your report should demonstrate your own understanding of the material; you should internalize your presentation rather than read from a manuscript or script.

You do not need to create a PowerPoint or other visual presentation. Your video should clearly show your face and allow the professor to hear you clearly.

Because this assignment is designed to assess your own understanding and ability to communicate your research, the use of generative AI to create or substantially develop your report is not permitted and may constitute a violation of the university's academic integrity policy.

Assignment Instructions:

Read the Gospel of Thomas. 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/>.

Then, submit a 5-minute oral report video in Canvas, including the following criteria. The student should: 1) summarize the Gospel of Thomas, 2) discuss exegetical findings from 2 specific verses of your choosing, and mention what 2 specific scholars say about the verses followed by your own conclusion of its meaning, and 3) discuss how the Gospel of Thomas compares with the Gospels in the New Testament (give 3 specific examples to support your findings). ***You must submit a Works Cited page in Canvas with your video submission, including at least 2 scholarly sources.***

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.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

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. Please consult the [Academic Honesty Policy](#) in the [University Catalog](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

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 – The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, 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. Any reliance on AI tools in this course is subject to an academic honesty violation.

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, by email or phone at 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 approved 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 approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility 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 via the [Nondiscrimination and Anti-harassment Policy](#).

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](#). 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 or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

PLNU Attendance and Participation Policy

Attendance is taken at the beginning of every class. 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.

Walk-ins are welcome, but we recommend making an appointment in advance. 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.

<u>Date</u>	<u>Topic</u>	<u>Material</u> (material listed is to be read/watched before class)	<u>Assignment</u> (see deadlines in Canvas)
Monday, 8/31	Bibliology & Canonicity	- Read the syllabus	
Monday, 9/7 (LABOR DAY)	NO CLASS <i>Asynchronous Learning: Videos, Reading & Assignment</i>	- Watch BP What is the Bible? and BP NT Overview Video and "What is the Bible" - J. John & NT Wright (38 mins total) - Read article(s) in Canvas <i>*Note - complete these assignments by 9/7 and begin your reading assignments for 9/14 to stay on track</i>	Due: Paper #1) Your Experience with the Bible
Monday, 9/14	The World of the New Testament	- Watch BP The Story of the Bible (5 min) - Read "Introduction to the New Testament" (pp.1709-1710) in <i>Westminster Study Bible</i> - Read Introduction in <i>The New Testament around the World</i> (pp. xi-xiii) - Read article(s) in Canvas	
Monday, 9/21	The Gospels - Part 1	- Read: Mark (including intros) - Read: Matthew chapters 5-7 (including intro) - Watch: Why are literary genres important when studying the Bible? (13 min) - Watch: BP How to Read the Gospel Video (6 min) - Read article(s) in Canvas - Recommended: Ch. 2 "Seeing Divine	Due: Creative Application #1) Visual Sketch of New Testament Genre Categories

		Beauty on the Way to the Cross” in <i>The New Testament around the World</i>	
Monday, 9/28	The Gospels - Part 2	-Read: Luke chapters 4 & 10 (including intro) -Read: John (including intro) -Read: “The Synoptic Problem, What about Jesus?, How to Read Gospels and Acts” (pp.1711-1712) in <i>Westminster Study Bible</i> -Recommended*: Ch. 3 “Power and Exorcism in Luke: An Indonesian Reading” in <i>The New Testament around the World</i> <i>*note - this is required if you choose the corresponding topic for your Virtuous Interpreter Paper</i>	
Monday, 10/5	Acts	-Read: Acts (including intro) -Recommended: “Toward a Revolutionary Intimacy: What the Book of Acts Teaches Us about Life Together” by Willie James Jennings (49 min)	Due: Creative Application #2) Pentecost Project
Monday, 10/12	Introducing Paul, Works of the Law, & Theology (Romans & Galatians)	-Read “Introduction to the Pauline Letters” (pp. 1713-1716) in <i>Westminster Study Bible</i> -Read Romans (including intros) -Read Galatians chapters 1-3 -Read*: Ch. 10 “Galatians as the Basis for Resisting American Evangelicalism’s ‘Works of the Law’” in <i>The New Testament around the World</i> <i>*note Ch 10 is required for all students this week (not simply recommended)</i>	
Monday, 10/19	MIDTERM (in-person)		
Monday, 10/26	The Corinthian Correspondence	-Read: 1 Corinthians (including intros)	Due: Creative Application #3) Create a meme

		-Recommended: Ch. 7 “Spoilage of Jang-Yu-Yu-Seo” in <i>The New Testament around the World</i>* <i>*note - this is required if you choose the corresponding topic for your Virtuous Interpreter Paper</i> -Pro Tip: start researching & working on Virtuous Interpreter paper	
Monday, 11/2	First Century Social Relations (Jew & Gentile, Household codes, slavery, women)	-Read Ephesians (including intro) -Read Philemon (including intro) -Read article(s) in Canvas -Recommended*: Ch. 11 “Grace at Work: Reading Ephesians 2:11-22 with the Filipino Diaspora” in <i>The New Testament around the World</i> <i>*note - this is required if you choose the corresponding topic for your Virtuous Interpreter Paper</i>	
Monday, 11/9	First Century Christologies (Philippians, Colossians, Hebrews, 1 John)	-Read Philippians chapters 1-2 (including intro) -Read Colossians chapters 1-2 (including intro) -Read: Hebrews chapters 1-2 (including intro) -Read 1 John chapters 1 & 4 (including intro) -Recommended: Read Ch. 12 “Philippians and a Spirituality of Joy: A Colombian Reading” in <i>The New Testament around the World</i>	Due: Creative Application #4) Journal Reflection on Philippians 2:1-11
Monday, 11/16	Pastoral Epistles (1-2 Tim, Titus)	-Read: 1 Timothy (including intros) -Read: Titus (including intros) -Recommended: Ch. 15 “The Pastoral Epistles and the Younger Generation on Ancient Crete” in <i>The New Testament around the World</i>	

Monday, 11/23	General Epistles (1 Peter & Jude)	-Read: 1 Peter (including intros) -Read: "Introduction to Hebrews, the General Epistles, and Revelation" (pp.1711-1712) in <i>Westminster Study Bible</i> -Recommended*: Ch. 18 "Reading 1 Peter among the Elect Resident Aliens in Sri Lanka" in <i>The New Testament around the World</i> <i>*note - this is required if you choose the corresponding topic for your Virtuous Interpreter Paper</i>	Due: Paper #2 - Virtuous Interpreter Paper
Monday, 11/30	General Epistles (Hebrews & Jude)	-Read: Hebrews 9-10 -Read: Jude (including intro)	Due: Extra Credit Oral Report on The Gospel of Thomas (OPTIONAL)
Monday, 12/7	Revelation (brief 1-2 Thessalonians)	-Read: Read Revelation (including intro) -Read: 1 Thessalonians chapter 4	Due: Creative Application #5) Drawing the Throne
Monday, 12/14	FINAL EXAM (in-person)		

Lomabooks Instructions for Students:

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

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 [LomaBooks](#) materials.