



Section 8 - Spring 2019

Monday, Wednesday, Friday	Professor Matt Wilson
11-11:55am	619-849-3112
	MattWilson@pointloma.edu
Final Exam: TBD	San Diego First Church (NE Corner of Brown Chapel)
	Office hours by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This course is designed to open a conversation (that will hopefully last a lifetime) about the New Testament. The class provides an introduction to (1) the literature/content of the New Testament in its social, historical, literary, and theological contexts; and (2) the critical study of the New Testament. Along these lines, this course is designed as a *journey*, which serves to introduce the student to the basic content of the divine-human drama that unfolds within the pages of the Bible and to equip the student with the foundational tools and skills to continue the dialogue with that drama throughout his or her life.

Cognitive development will be encouraged through textbook readings, classroom discussions/lectures, and periodic examinations. Social development will be encouraged through small group discussions and exercises as well as through the relating of biblical concepts to contemporary social issues. Spiritual development will be encouraged through a dialogue with the dynamic faith of the Christian Scripture, a faith that grew out of the community of believers and continues to challenge and shape that community in contemporary settings.

COURSE LEARNING OUTCOMES

The student who successfully completes this course will be able to:

- 1) Identify the historical contexts 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.

Note: This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of "Responding to the Sacred." By including this course in a common educational experience for undergraduates, the faculty supports the study of Scripture and Christian heritage as foundational in the pursuit of knowledge and the development of personal values.

COURSE SCHEDULE AND ASSIGNMENTS

Class Participation and Attendance: In this journey through the story of the NT, class attendance is a necessity for optimum academic achievement. If the student is absent from more than 10 percent of class meetings (*more than THREE [3] classes*), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (*more than SIX [6] classes*), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog. In addition, each student is expected to participate actively in class by contributing to the discussions on the basis of his or her reading of the assigned material.

Readings: The NT is the primary text for this course. All readings are required. Please bring your Bible to class. It is important to keep up with the readings on a session by session basis or the information will quickly become overwhelming.

Podcast Engagement: Supplementing lectures and reading is engagement with podcast lectures and presentations. The engagement with 3 assigned podcasts is required. A 2 page response paper is required in order to demonstrate engagement. Responses should not be summaries, but thoughtful engagement with insights and arguments of the podcast.

Exams: There will be two exams (dates of the exams are listed in the Tentative Schedule). These exams will cover lectures and assigned reading and will consist of multiple choices and short answer questions. The second exam will not be cumulative and will only cover the material after the first exam.

Reading Response Paper: There will be two reading response papers written in response to *Reading Backwards* and *Paul*. The reading response papers should do three things: (1) Briefly summarize key points from the reading, (2) critically reflect and evaluate the author's ideas and assertions, and (3)

articulate what arguments and assertions were illuminating, or helpful, or provocative. Make clear and specific points while demonstrating engagement with the reading for best results. Each reading response should be 4 full pages, double spaced, Times New Roman or Helvetica, 12 pt. font.

Final Paper: Students will turn in a final paper on the last day of class before finals week. The final paper will take two NT passages (One Gospel passage and one epistle passage) and put them in conversation with one another over one particular issue. You may choose your topic of conversation from one of these topics: the nature of Jesus Christ, the importance of the resurrection, race and ethnicity, the shape and content of justice, or the function of the church in the world. If you would like to write your final paper on another topic, you must receive permission from the professor. Final papers should (1) interpret passages based on the literary and historical contexts and (2) argue a thesis based on the interpretation of the selected passages. This thesis should be underlined, indicating for the reader the thesis which is being argued. Each final paper should be 8 full pages, double spaced, Times New Roman or Helvetica, 12pt font. Style should be in either MLA or APA. It is required that you consult at least 3 academic commentaries for the research and writing of this final paper.

TENTATIVE COURSE SCHEDULE

Dates	READING ASSIGNMENTS	ASSIGNMENT DUE DATE
Jan. 8-11	<u>Required Reading:</u> NISB – pg. 2274-2279 Maps 1, 14, 17, 18, 19 Wright Ch. 4 Hays Ch. 1 Mark 1; Matt. 1-4; Luke 1-4; John 1-2	1/11: <i>The Greco-Roman World</i> Podcast Paper Due
Jan. 14-18	<u>Required Reading:</u> The Gospel of Mark Hays – Ch. 2	
Jan. 22-25	<u>Required Reading:</u> The Gospel of Matthew Hays – Ch. 3	1/25: <i>What is Truth</i> Podcast Paper Due
Jan. 28 – Feb. 1	<u>Required Reading:</u> The Gospel of Luke Hays – Ch. 4	
Feb. 4-8	<u>Required Reading:</u> The Gospel of John Hays – Ch. 5-6	2/8: Reading Backwards Reading Response Paper
Feb. 11-15	<u>Required Reading:</u> Migliore Article	

Feb. 18-22	<u>Required Reading:</u> Acts 1-12	
Feb. 25– Mar. 1	<u>Required Reading:</u> Acts 13-28	3/1: Midterm Exam
Mar. 11-15	<u>Required Reading:</u> 1 & 2 Thessalonians Galatians Philippians Wright Ch.1-2	
Mar. 18-22	<u>Required Reading:</u> 1 Corinthians Romans Wright Ch. 3, 5	3/22: Generous Orthodoxy Podcast Paper Due
Mar. 25-29	<u>Required Reading:</u> 2 Corinthians Philemon Ephesians Colossians Wright Ch. 6, 7	
Apr. 1-5	<u>Required Reading:</u> 1 & 2 Timothy Titus Hebrews James Wright Ch. 8	4/5: Paul Reading Response Paper Due
Apr. 8-12	<u>Required Reading:</u> Jude 1 & 2 Peter	
Apr. 15-17	<u>Required Reading:</u> 1, 2, & 3 John	
Apr. 24-26	<u>Required Reading:</u> The Book of Revelation	4/26: Final Paper Due

REQUIRED TEXTS AND RESOURCES

1. *The New Interpreter's Study Bible*(NRSV). Nashville: Abingdon, 2003.
2. Hay, Richard. *Reading Backwards; Figural Christology and the Fourfold Gospel Witness*. Waco: Baylor University Press, 2014
3. Wright. N.T. *Paul; In Fresh Perspective*. Minneapolis: Fortress Press, 2005
4. Migliore, Daniel, *Faith Seeking Understanding*. (Violence and the Cross). Grand Rapids: William

- B. Eerdmans Publishing. 2004. pgs. 187-196
5. Martin, Dale. (Professor).(2009. September). *The Greco-Roman World*.
<https://oyc.yale.edu/religious-studies/rfst-152/lecture-3>
 6. Lodahl, Michael. (Speaker).(2018, May). *What is Truth*. <http://sdfcnaz.com/meet-us/podcasts?id=1323556>
 7. Gladwell, Malcolm. (Author).(2016, August). *Generous Orthodoxy*.
<http://revisionisthistory.com/episodes/09-generous-orthodoxy>

ASSESSMENT AND GRADING

Note: Clearly define a grading policy to avoid any confusion concerning expectations. It is most helpful if at least two things are present: 1) a point distribution and 2) a grading scale.

<u>Assignments by Points:</u>	<u>Grade Scale:</u>	
<ul style="list-style-type: none"> • Participation and Attendance: 75 pts • Quizzes (5pts): 25pts • Podcast Engagement (25pts): 75pts • Readings Response (100pts): 200pts • Exams (100pts): 200pts • Final Paper: 200pts <p>Total: 775pts</p>	A=93-100	C=73-76
	A-=92-90	C-=70-72
	B+=87-89	D+=67-69
	B=83-86	D=63-66
	B-=80-82	D-=60-62
	C+=77-79	F=0-59

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

LAPTOPS, iPADS, (etc)

The use of laptops and tablets is permitted with the understanding that it is a privilege to use such devices to take notes during class lectures and that all electronic activity should be related to class material. Please refrain from all other online activity in class.

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 [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like “man” or “mankind” or the pronoun “he,” should not be used to refer to all humans. Instead “people,” “humanity,” “humans,” and “he or she” better acknowledge women as full persons.

DISCRIMINATION/HARASSMENT

Discrimination or harassment related to race, gender, ethnicity, sexual identity or orientation, religious choice, or any other type of behavior that dehumanizes human beings or dismisses difference, is not conducive to a good learning environment and is harmful to human vitality and healthy community. These behaviors will not be tolerated. I encourage all students to be open to any honest, respectful, and tactful discussion of issues that might arise in the context of our learning.

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 ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU’s Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

