

Spring 2019

Instructor title and name: Prof. Jonathan Manning	Instructor phone: 626-236-0008 (my personal cell)	
Office location and hours: Taylor 110; by appointment	Instructor email: jmanning@pointloma.edu	
Meeting times/days:	(sec 01: 11:00a-11:55a MWF)	(sec 02: 1:30p-2:25p MWF)
Meeting location:	(sec 01: Rohr Hall #109)	(sec 02: Rohr Hall #109)
Final Exam:	(sec 01: Mon, 4/29, 10:30a-1:00p)	(sec 02: Wed, 5/1, 1:30p-4:00p)

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

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.

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 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

A standard translation of the Bible (e.g., NRSV, NASB, NIV, etc.) in book form. Please avoid using Bible paraphrases (e.g., The Message) or archaic English translations (e.g., KJV-King James Version). Regarding bible phone/tablet apps, see the course technology policy below.

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.

All other assigned reading will be available via handout or online.

ASSESSMENT AND GRADING

Assignment Distribution by Points and Percentage:

Class Attendance and Participation	50 points	(9%)
Reading Quizzes.....	100 points	(18%)
Reading Responses.....	75 points	(14%)
Critical Response to Longenecker's <i>Lost Letters of Pergamum</i>	75 points	(14%)
Unit Tests.....	150 points	(27%)
Final Exam.....	100 points	(18%)
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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-		

Assignment Details:

Class Attendance and Participation (worth 50 points total; 25 for attendance, 25 for participation):

Class Attendance (25 points): From the PLNU Attendance Policy: "Regular and punctual attendance at all classes is considered essential to optimum academic achievement." (See [Academic Policies](#) in the academic catalog.)

Total Class Sessions	41 (1 session = 2.4% of total sessions)
Lateness	2 tardies will count as one unexcused absence. Please arrive to class on time.
Unexcused Absences	Unexcused absence #1-2: 5% of sessions missed. Does not count against attendance grade. Unexcused absence #3-5: 12% of sessions missed. Attendance grade reduced by 9 <u>per day</u> . More than 20% of sessions (>=9) missed for any reason: student may be de-enrolled from the course.
Excused Absences	No grade reduction. Requires a note or other documentation from a doctor or professor/coach (for sickness or official PLNU scheduled event). Notes from the PLNU Wellness Center are accepted, and if you are sick enough to miss class, you are strongly encouraged to go there.
Perfect Attendance	Students with <u>zero tardies</u> and <u>zero unexcused absences</u> at the end of the semester will earn 1% of extra credit toward the final course grade (e.g., a grade of 89% would boost to a 90%).

Class Participation (25 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. In a 30- to 40-person class you might not have the opportunity to speak up on a daily basis, but you should still come prepared to contribute something to discussion on a daily basis. Participation also encompasses engaging in assigned tasks, maintaining focus, and avoiding distraction of self and others.

Q: What will earn me the maximum participation grade?

A: Speaking up in class (productively), asking questions, not being distracting to others, staying off screen devices

Q: What will reduce my participation grade?

A: Remaining quiet during most class sessions, never asking questions, distracting others, using screen devices

Reading Quizzes (worth 100 points total): Answer questions about the weekly assigned Bible/Powell reading.

Rationale: Regular open-book online reading quizzes (1) provide encouragement and accountability for completing the assigned class reading, (2) highlight and reinforce important ideas within the reading, while giving immediate feedback on areas of weakness, (3) make learning additionally durable by mixing (interleaving) previously-covered material throughout later quizzes, (4) shift quiz-taking time outside of scheduled class sessions, and most importantly, (5) create a low-stress “free to try and fail” environment conducive to learning.

Instructions: Reading quizzes will be scheduled for virtually every class session with assigned Bible/Powell reading, and are due by the beginning of a given class session. They are **open-book**, and **may be retaken as many times as desired** up until the due date (note that quiz questions are drawn randomly from a question pool, so when you retake, you will likely see different questions). If a quiz is repeated, your highest score will be recorded. Find all Reading Quizzes in the “Quizzes” section of our class Canvas site.

For Best Results: Do the reading first, and read carefully and thoughtfully—it will be easier to recall specific information and remember its location if you’ve already read it. When you take a quiz, challenge yourself to keep your materials closed, as this will cause you to work harder and learn more effectively. Check your notes for accuracy afterward, or when needed. Repeat a quiz until you are confident in your mastery of the material. It’s obviously possible to complete a quiz successfully without doing this diligent, hard work, but that defeats the larger purpose, and in the long term you will struggle to learn the material.

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

During the semester we will read the following scholarly articles:

Alexander, Loveday. “Women as Leaders in the New Testament.” *Modern Believing* 54 no 1 (2013): 14-22.

Heen, Erik M. “Radical Patronage in Luke-Acts.” *Currents in Theology and Mission* 33 no 6 (2006): 445-458.

Koester, Craig R. “The Antichrist Theme in the Johannine Epistles and its Role in Christian Tradition.” In *Communities in Dispute: Current Scholarship on the Johannine Epistles*, edited by R. Alan Culpepper and Paul N. Anderson, 187-196. Atlanta: SBL Press, 2014.

Longenecker, Bruce W. “Poverty and Paul’s Gospel.” *Ex Auditu* 27 (2011): 26-44.

Trobisch, David. “Oral Performance of Biblical Texts in the Early Church.” *Concordia Journal* 37 no 4 (2011): 277-284.

Instructions: Three times during the semester when an assigned article comes due, compose and submit a 620-word (i.e., roughly 2-page) reflection/response to what you’ve read in the article. Strong responses will both briefly summarize key points from the reading and also critically reflect on and evaluate the author’s ideas and assertions. What did you find to be helpful or illuminating? What did you find to be troubling or confusing? What questions did the reading raise in your own thinking? Make clear and specific points while demonstrating engagement with the reading for best results.

Critical Response to Longenecker’s *Lost Letters of Pergamum*: (worth 75 points total):

Instructions: Compose and submit a 1550-1860 word (roughly 5-6 page) critical response to the entirety of Longenecker’s novel. This response should pursue the following goals:

1. Explain how *The Lost Letters* contributes to your understanding of ancient epistolary exchanges and collections.
2. Explain how *The Lost Letters* contributes to your understanding of patronage, honor, and shame within the NT—in particular, distinguish Heen’s concept of “radical patronage” from the traditional forms of patronage found in this text.
3. Explain how *The Lost Letters* contributes to your overall understanding of the shape of early Christian communities as a countercultural people of God. In particular, bring this text into conversation with Lohfink’s description of the radical, nonviolent, new family/contrast society called forth by Jesus.
4. Finally, conclude by contemplating in what ways Longenecker’s text might apply to our own present-day context. Throughout your paper, demonstrate mastery of the text’s underlying concepts and arguments for best results.

Unit Tests (worth 150 points total; 75 per test, 2 total tests):

Throughout the semester, unit tests will serve to separate our overarching class content into smaller and more manageable pieces, and to help students consolidate this material into long-term memory. Tests will be closed-book (also closed-Bible) and review/preparation information will be available in advance.

Final Exam (worth 100 points total):

The final exam will be closed-book (also closed-Bible) and comprehensive. We will review prior to the exam.

Extra Credit:

In addition to the perfect attendance bonus (see above), you may earn extra points in the following ways:

1. Complete and return your Student Information Sheet (see the back of the syllabus) when due for 2 points.
2. Theological/Biblical Studies events go on frequently at PLNU and in our larger community. Attend an author lecture, reading, or forum and write a 1-2 page critical analysis and reflection over what was said and how it might apply to our course material. This will earn you up to +1% of the total class grade (you can do this up to 3 times for credit). If you are unsure whether a particular event might count for credit, ask the professor. Please submit all extra credit via Canvas within 1 week of attending designated events.

INCOMPLETES AND LATE ASSIGNMENTS

Assignments are to be submitted/turned in by the beginning of the class session when they are due. The instructor reserves the right to refuse late work, and in fact, the course materials on Canvas are impossible to submit past the deadline without special permission. You are therefore strongly encouraged to contact your professor if you foresee a problem in completing work on time.

INCLUSIVE LANGUAGE

Point Loma Nazarene University approaches diversity from a biblical perspective, affirming that diversity is an expression of God's image, love, and boundless creativity. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women and other marginalized groups, I strongly urge you to avoid sexist and racist language in your public discourse, in classroom discussions, and in your writings.

For further help on this topic, please visit the following website:

https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/stereotypes_and_biased_language.html

USE OF TECHNOLOGY

Students are encouraged to use technology, especially the Canvas site, for learning and communication *outside* of class. In fact, students should be checking their email daily to receive timely course-related communication. *In class, however, the professor has banned the use of electronic devices, except by permission or in the case of specific need.* (Please speak to me if, for example, you require a laptop for learning purposes and we will work out an accommodation.) For the sake of optimal student learning, and knowing the distractions available with just one click, you may not use laptops, tablets, smartphones, or any other screen-device during class.

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. Faculty should follow and students may appeal using the procedure in the university Catalog. See PLNU's complete academic honesty policy under "Academic and General Policies" in the catalog: <https://catalog.pointloma.edu/>.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

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.

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 PLNU Class Schedules website (<https://www.pointloma.edu/offices/records/undergraduate-records>). No requests for early examinations or alternative days will be approved.

COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion.

	MONDAY	WEDNESDAY	FRIDAY
WEEK 01 <i>Intro to NT</i>	[TUESDAY] JAN 08 <i>Syllabus & Orientation</i>	JAN 09 Read: <u>Class Syllabus</u> DUE: Student Info Sheet	JAN 11
WEEK 02 <i>Intro to NT</i>	JAN 14 Read: <u>Powell 11-57 (Preface, Chs. 1, 2)</u> DUE: Online Reading Quiz #1	JAN 16	JAN 18
WEEK 03 <i>The Gospels</i>	JAN 21 NO CLASS: MARTIN LUTHER KING JR. DAY	JAN 23 Read: <u>Powell 59-75; 95-117 (Chs. 3, 5)</u> Read: <u>Mark 1; Matthew 1-4;</u> <u>Luke 1-4; John 1-2</u> DUE: Online Reading Quiz #2	JAN 25 Read: <u>Trobisch, "Oral Performance of Biblical Texts in the Early Church"</u> DUE: Trobisch Article Response
WEEK 04 <i>The Gospels</i>	JAN 28 Read: <u>Powell 141-159 (Ch. 7)</u> Read: <u>Mark (all)</u> DUE: Online Reading Quiz #3	JAN 30	FEB 01
WEEK 05 <i>The Gospels</i>	FEB 04 Read: <u>Powell 119-139 (Ch. 6)</u> Read: <u>Matthew (all)</u> DUE: Online Reading Quiz #4	FEB 06 Read: <u>Lohfink, "Jesus and His Disciples"</u>	FEB 08
WEEK 06 <i>The Gospels</i>	FEB 11 NO CLASS: WILEY LECTURES @ GRILL HALL	FEB 13 Read: <u>Powell 161-181 (Ch. 8)</u> Read: <u>Luke (all)</u> DUE: Online Reading Quiz #5	FEB 15 Read: <u>Heen, "Radical Patronage in Luke-Acts"</u> DUE: Heen Article Response
WEEK 07 <i>The Gospels</i>	FEB 18 Read: <u>Powell 183-203 (Ch. 9)</u> Read: <u>John (all)</u> DUE: Online Reading Quiz #6	FEB 20 <i>Unit Test #1 Review</i>	FEB 22 <i>Unit Test #1: The Gospels</i>
WEEK 08 <i>Acts</i>	FEB 25 Read: <u>Powell 205-229 (Ch. 10)</u> Read: <u>Acts (all)</u> DUE: Online Reading Quiz #7	FEB 27	MAR 01 Read: <u>Lost Letters 11-47 (Prefaces - Letter Collection 4)</u>
WEEK 09 <i>Spring Break</i>	MAR 04	MAR 06	MAR 08 Read: <u>Lost Letters 51-86 (Letter Collections 5-7)</u>
WEEK 10 <i>The Pauline Epistles</i>	MAR 11 Read: <u>Powell 231-269; 323-337; 431-441 (Chs. 11, 12, 16, 23)</u> Read: <u>Philemon, Galatians (all)</u> DUE: Online Reading Quiz #8	MAR 13	MAR 15 Read: <u>Longenecker, "Poverty and Paul's Gospel"</u> DUE: Longenecker Article Response

	MONDAY	WEDNESDAY	FRIDAY
WEEK 11 <i>The Pauline Epistles</i>	MAR 18 Read: Powell 271-307 (Chs. 13, 14) Read: Romans, 1 Corinthians (all) DUE: Online Reading Quiz #9	MAR 20	MAR 22 Read: <u>Lost Letters 89-132 (Letter Collections 8-10)</u>
WEEK 12 <i>The Pauline Epistles</i>	MAR 25 Read: Powell 309-321; 357-369; 387-401 (Chs. 15, 18, 20) Read: 2 Corinthians, Philippians, 1 Thessalonians (all) DUE: Online Reading Quiz #10	MAR 27	MAR 29 Read: <u>Lost Letters 135-183 (Letter Collections 11-14)</u>
WEEK 13 <i>The Pauline Epistles</i>	APR 01 Read: Powell 403-429 (Chs. 21, 22) Read: 2 Thessalonians, 1 + 2 Timothy, Titus (all) DUE: Online Reading Quiz #11	APR 03 <i>Unit Test #2 Review</i> Read: Alexander, "Women as Leaders in the New Testament" DUE: Alexander Article Response	APR 05 <i>Unit Test #2: Acts + Pauline Epistles</i>
WEEK 14 <i>The Catholic Epistles</i>	APR 08 Read: Powell 461-505; 523-529 (Chs. 25, 26, 27, 29) Read: James, 1+2 Peter, Jude (all) DUE: Online Reading Quiz #12	APR 10	APR 12 DUE: Critical Response to Lost Letters of Pergamum
WEEK 15 <i>The Catholic Epistles</i>	APR 15 Read: Powell 507-521; 531-551 (Chs. 28, 30) Read: 1-3 John, Revelation (all) DUE: Online Reading Quiz #13	APR 17 Read: Koester, "The Antichrist Theme in the Johannine Epistles" DUE: Koester Article Response	APR 19 NO CLASS: EASTER RECESS
WEEK 16 <i>Revelation</i>	APR 22 NO CLASS: EASTER RECESS	APR 24	APR 26 <i>Final Exam Review</i>

FINALS WEEK	BIB102 Sec. 1 (regularly meets MWF @ 11:00am) Final Exam Day/Time: Monday, 4/29, 10:30am-1:00pm
	BIB102 Sec. 2 (regularly meets MWF @ 1:30pm) Final Exam Day/Time: Wednesday, 5/1, 1:30pm-4:00pm

STUDENT INFORMATION SHEET

Name: _____

Phone Number (one where you can be reached during the semester): (_____) _____

Academic Major: _____

Why did you choose your particular major, and what are your larger vocational/career goals?

Your primary language is: _____ English _____ Other: _____

On a scale of 0-10, where "0" represents total unfamiliarity and "10" represents detailed and specific knowledge,

How do you rate your own level of familiarity with the Christian Scriptures? _____

How do you rate your own level of familiarity with the New Testament? _____

Is there some particular question you are seeking to answer during this course?

Is there any additional information about yourself you would like me to know? (e.g., course schedule conflicts, medical issues that may affect class performance, specific learning needs or preferences that you want to bring to my attention, etc.)
