

Bibl 102A Literature of the New Testament

Spring 2012 - George Fox University

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Office Hours: Mon. - Wed. - Fri. 1:40 - 2:30 p.m. & 4:40 - 5:30 p.m.
Tues. - Thurs. 2:40 - 3:30 p.m.

CLASS MEETING TIMES: Monday – Wednesday - Friday, 3:40 – 4:30 p.m.

CLASSROOM: Hoover 207

COURSE DESCRIPTION

This course is the second semester of a two-semester sequence surveying the Bible, which began with BIBL 101 (Literature of the Old Testament). The major New Testament biblical themes and their literary forms will be studied in historical and cultural contexts. Attention will be given to becoming acquainted with and utilizing relevant study tools in the observation, interpretation and application of biblical texts.

COURSE OUTCOMES

By the end of this course, each student will. . .

1. Be acquainted with the most prominent events, themes and teachings of the New Testament.
2. Become familiar with a general chronology of New Testament events and the location of key cities and regions.
3. Gain a greater capacity to read biblical texts in the light of their historical, cultural & literary contexts.
4. Develop the exegetical skills necessary for interpreting the New Testament responsibly and understand its relevance for life today.
5. Be better equipped to recognize the relationship between the Old and New Testaments, discerning how key Old Testament themes are developed and fulfilled in the New Testament writings.
6. Gain greater awareness of the progressive revelation of God's purposes unfolding within redemptive history.

ACADEMIC HONESTY

Academic honesty is expected of all students with respect to all written work produced, whether it be in the form of papers or exams. Plagiarism (using words or concepts taken from someone else and trying to pass them off as your own original ideas—i.e., without enclosing direct quotes in quotation marks or otherwise including footnote references) is a serious offense that is not tolerated in any academic setting. Likewise, cheating on exams is unethical and contrary to the George Fox University ethos and will also not be tolerated. The instructor will assess the gravity of the plagiarizing offense, which may result in an "F" for the paper and possibly failing the course. Cheating on an exam will incur similar repercussions. For further explanation of plagiarism & cheating, refer to the handout entitled **Guidelines for Student Papers**. If you still have some confusion about what might constitute plagiarizing material, please see me.

TEXTS

Holy Bible (highly recommended: *TNIV Study Bible*) ***Please bring it to class daily!***

Gary Burge, Lynn H. Cohick, and Gene L. Green. *The New Testament in Antiquity. A Survey of the New Testament within its Cultural Contexts*. Grand Rapids: Zondervan, 2009.

CLASSROOM ETHOS & LEARNING EXPECTATIONS

1. *Express common courtesy*, through:

- Showing mutual respect for each other in every class interaction.
- Listening attentively when others are speaking.
- Cultivating an open climate where each student feels free to express opinions, “trying on” new without fear of being judged and dismissed.

2. *Cultivate focus*, through:

- Being on time and avoiding leaving class early, if at all possible, as late arrivals and early departures can seriously disrupt the focus for both professor and class members. While occasionally such things as a doctor’s appointment may unavoidably necessitate leaving early, please tell the professor before class and leave as unobtrusively as possible. Generally speaking, honor the time commitment you have made in signing up for this class by avoiding causing a break in our focus.
- Keeping side conversations to a minimum with those around you so as not to distract others. What may seem like an innocuous private interchange with another student can create a ripple effect of commotion that pulls everyone off-task and impedes engagement in the topic of the day.
- Not “packing up” (putting books and notes away in your backpack, etc.) prematurely. Professors count on using class time down to the final minute. A ripple effect of inattention can quickly develop by even one person packing up several minutes before the end of class.

3. *Honor a technology-free zone*, through:

- No laptops or iPads, texting on cell phones, or listening to iPods or iPhones during class sessions. As helpful and enjoyable as such devices can be, I have found from past experience that they can also pose too great a temptation for you or those around you to be distracted. Therefore, we will remove the temptation so as not to compete for attention with the learning activity of the day.

4. *Take responsibility for your own learning*, through:

- Coming to class prepared to engage actively in the topic of the day. Do whatever you need to do not only to read assigned readings but to keep track of and remember key points so as to be “discussion-ready.”
- Taking initiative to pick up missed outlines, handouts, etc. or make up a missed exam due to unavoidable absences due to illness, athletic team travel, etc.
- Seeking help from the professor or a fellow classmate at the first sign of feeling lost or confused, not tracking with ideas presented in the readings of class lectures, having trouble taking notes, studying for exams, etc. Don’t wait until exam disaster befalls you. Visit me during my office hours (listed at the top of this syllabus) or, if those time slots don’t work for you, talk to me about scheduling a specific appointment time. *I am ready and eager to be of service to you any way I can!*

5. *Practice self-discipline*, through:

- Honoring due dates for assignments. Writing projects are due at the BEGINNING of the class period on which they are due. Points will be deducted for late papers, unless extenuating circumstances (e.g., prolonged illness, family emergency, etc.) warrant an extension at the discretion of the professor.

- Papers received **1 week** after the deadline will receive only a maximum of half-credit.
- No papers will be accepted **2 weeks** after the deadline.
- Committing yourself to invest in approximately 2 hours of out-of-class work for every in-class hour.
 - This standard college undergraduate workload formula (**3 in-class hrs. x 2 homework hrs. = 6 hrs. per week**) means that organizing your time well is a “must” so that you don’t fall behind.

DISABILITY SERVICES ASSISTANCE

If you have specific physical, psychiatric or learning disabilities and require accommodations, please contact the Disability Services office *as early as possible* so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, go to ds.georgefox.edu or contact Rick Muthiah, Dean of the Center for Teaching and Learning (503-554-2314 or rmuthiah@georgefox.edu).

ASSIGNMENTS

1. **Active class participation**, composed of:

- Regular and prompt attendance.
 - **3 unexcused absences are allowed** during the course without penalty. Additional absences (i.e., other than for illness, emergencies, athletic team travel, etc.) will result in points forfeited.
- Participation in class discussions and focus group activities.
- Positive contribution to the learning environment. As mentioned above, a classroom climate of freedom to explore new ideas as well as being courteous and respectful toward all—regardless of whether or not you agree with someone else’s perspective—is an important part of fruitful academic inquiry. It will also enhance your own enjoyment of the course. Needless to say, incivility, disrespect, or rudeness are totally out of bounds.

2. **Careful reading of the daily assigned texts.** Taking short-cuts by relying on “cliff note” summaries of biblical texts from other sources in place of reading the entire assigned text shortchanges you significantly. It would be like accepting an invitation to a fabulous banquet and then walking away with a paltry plate of a few measly *hors d’oeuvres* when you could have enjoyed a lavish feast. Immerse yourself faithfully in each day’s assigned readings and *feast away!*

3. **Quizzes.** These will be taken on-line and must be posted **most every Wednesday no later than 2 hours before class.** You may consult the textbooks and/or your notes in the process of responding to the quiz questions. There will be no make-up or late quizzes. At the end of the term the *two lowest scores will be dropped.*

4. **Three exams.** The final exam will cover the last section of the course (In other words, it will *not* be comprehensive over the entire course’s material).

5. **Three Projects.** A sheet of more specific instructions will be provided and posted on the Foxtale course site for each of the following projects:

- **PROJECT #1**---This project will engage you in a **word study** of a key New Testament word.
- **PROJECT #2**---In this project you will interpret a particular **New Testament passage.**
- **PROJECT #3**---This project will give you a chance to explore a **designated theme** within a particular New Testament book.

GRADING

Participation (attendance, class discussion, group activities, etc.)	50 points
12 Quizzes (10 points each---lowest 2 dropped)	100 points
Three Projects (100 points each)	300 points
Three exams (150 points each)	<u>450 points</u>
Total	900 points

Grading Scale

A = Exceptional work (93-100)	A- = (90-92)	
B = Superior work (83-87)	B+ = (88-89)	B- = (80-82)
C = Satisfactory work (73-77)	C+ = (78-79)	C- = (70-72)
D = Unsatisfactory work (63-67)	D+ = (68-69)	D- = (60-62)
F = Failing work (0-59)		

DAILY SCHEDULE:

WEEK 1:

Mon. Jan. 9	Introduction to the Course <u>Due:</u> Burge, ch. 1
Wed. Jan. 11	Historical Setting of the New Testament <u>Due:</u> Burge, ch. 2
Fri. Jan. 13	The World of Jesus in His Jewish Homeland <u>Due:</u> Burge, ch. 3 "3/60 VIEW OF YOU" (Foxtale Forum)

WEEK 2:

Mon. Jan. 16	*** MARTIN LUTHER KING DAY (no class) ***
Wed. Jan. 18	The Mediterranean World of the Apostle Paul <u>Due:</u> Burge, ch. 4 (pp. 80-97) QUIZ #1
Fri. Jan. 20	The Mediterranean World of the Apostle Paul <u>Due:</u> Burge, ch. 4 (pp. 97-105)

WEEK 3:

Mon. Jan. 23	Sources for the Story of Jesus <u>Due:</u> Burge, ch. 5
Wed. Jan. 25	The Story of Jesus <u>Due:</u> Burge, ch. 6 (pp. 126-136) Matthew 1-4; Mark 1; Luke 1-4 QUIZ #2
Fri. Jan. 27	The Story of Jesus <u>Due:</u> Burge, ch. 6 (pp. 137-146) Matthew 26-28; Mark 11-16; Luke 22-24; John 18-21

WEEK 4:

Mon. Jan. 30

The Teachings of Jesus

Due: Burge, ch. 7

Matthew 5-7, 12-13; Mark 4; Luke 6, 11:1-4, 12:22-31, 14-16

Wed. Feb. 1

The Gospel According to Matthew

Due: Burge, ch. 8 (pp. 166-174)

Matthew 8-18

QUIZ #3

Fri. Feb. 3

The Gospel According to Matthew

Due: Burge, ch. 8 (pp. 174-177)

Matthew 19-25

WEEK 5:

Mon. Feb. 6

The Gospel According to Mark

Due: Burge, ch. 9

Mark 2-3, 5-10

***** PROJECT #1 DUE *****

Wed. Feb. 8

The Gospel According to Luke

Due: Burge, ch. 10 (pp. 196-205)

Luke 5-9

QUIZ #4

Fri. Feb. 10

The Gospel According to Luke

Due: Burge, ch. 10 (pp. 205-210)

Luke 10-21

WEEK 6:

Mon. Feb. 13

“Flex Day” (catch-up/discussion/review)

Wed. Feb. 15

***** EXAM #1 *****

Fri. Feb. 17

The Gospel According to John

Due: Burge, ch. 11 (pp. 214-218)

John 1-12

WEEK 7:

Mon. Feb. 20

The Gospel According to John

Due: Burge, ch. 11 (pp. 218-227)

John 13-17

Wed. Feb. 22

The Acts of the Apostles

Due: Burge, ch. 12 (pp. 230-236)

Acts 1-12

QUIZ #5

Fri. Feb. 24

The Acts of the Apostles

Due: Burge, ch. 12 (pp. 237-247)

Acts 13-28

WEEK 8:

Mon. Feb. 27 **Paul of Tarsus: Life and Teachings**

Due: Burge, ch. 13

Wed. Feb. 29 **The Letter to the Galatians**

Due: Burge, ch. 14

Galatians

QUIZ #6

Fri. Mar. 2 **I and II Thessalonians**

Due: Burge, ch. 15

I & II Thessalonians

WEEK 9:

Mon. Mar. 5 **I Corinthians**

Due: Burge, ch. 16 (pp. 294-304)

I Corinthians 1-11

Wed. Mar. 7 **I Corinthians (cont.)**

Due: Burge, ch. 16 (pp. 305-308)

I Corinthians 12-16

QUIZ #7

Fri. Mar. 9 **II Corinthians**

Due: Burge, ch. 17

II Corinthians

***** PROJECT #2 DUE *****

WEEK 10:

Mon. Mar. 12 **The Letter to the Romans**

Due: Burge, ch. 18 (322-331)

Romans 1-8

Wed. Mar. 14 **The Letter to the Romans**

Due: Burge, ch. 18 (pp. 331-335)

Romans 9-16

QUIZ #8

Fri. Mar. 16 **“Flex Day” (catch up/discussion/review)**

WEEK 11:

Mon. Mar. 19 ***** EXAM #2 *****

Wed. Mar. 21 **Ephesians and Colossians**

Due: Burge, ch. 19

Ephesians and Colossians

QUIZ #9

Fri. Mar. 23 **Philippians and Philemon**

Due: Burge, ch. 20

Philippians and Philemon

WEEK 12:

Mon.-Fri. Mar. 26-30

***** SPRING BREAK! (no class) *****

WEEK 13:

Mon. Apr. 2

The Pastoral Letters

Due: Burge, ch. 21
I & II Timothy, Titus

Wed. Apr. 4

The Letter of James

Due: Burge, ch. 22
James
QUIZ #10

Fri. Apr. 6

***** GOOD FRIDAY *****

WEEK 14:

Mon. Apr. 9

The Letter to the Hebrews

Due: Burge, ch. 23
I & II Peter, Jude

Wed. Apr. 11

I & II Peter and Jude

Due: Burge, ch. 24
I, II & III John
QUIZ #11

Fri. Apr. 13

The Letters of John

Due: Burge, ch. 25
I, II & III John

***** PROJECT #3 DUE *****

WEEK 15:

Mon. Apr. 16

The Revelation of John

Due: Burge, ch. 26
Revelation

Wed. Apr. 18

Preservation and Communication of the New Testament

Due: Burge, ch. 27
QUIZ #12

Fri. Apr. 20

“Flex Day” (catch up/discussion/review)

FINALS WEEK:

Tues. Apr. 24

3:00 p.m.

***** EXAM #3 *****