

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>NEW TESTAMENT THEOLOGY &amp; HISTORY</b> NEWT CM05 XP
<b>Date and Time</b>	JANUARY 12 – APRIL 5, 2024 Friday 8:15 AM – 11:05 AM
<b>Instructors</b>  <b>加拿大華人神學院</b> Canadian Chinese School of Theology	<b>YAN MA, PhD 馬燕</b> Email: yma.ccst@tyndale.ca
<b>Class Information</b>	Office Hours: by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

A study of the background contents of the New Testament with a view to placing the books in their historical setting. An introduction to critical methodology, New Testament theology and the contents of representative books. 本課程研讀新約聖經歷史背景與內容，同時介紹研經之批判法，新約神學，並分析其中一些書卷以作示範

Prerequisites: Biblical Interpretation will be helpful, but not required.

## II. LEARNING OUTCOMES

**At the end of the course, students will be able to:**

1. Summarize New Testament history and historiography based on a critical analysis of the NT writing of Luke-Acts
2. Demonstrate a coherent understanding of New Testament political, cultural and religious history, including its major characters, thoughts, movements, and literature

3. Analyze major New Testament theological themes including the death and resurrection of Jesus, salvation by grace, and selected topics of Pauline theology

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING (see also Course Schedule)

- 1/ 《路加福音 - 使徒行傳》。Luke – Acts. (Approx. 100 pp.)
- 2/ 黃錫木、孫寶玲、張略合著。《新約歷史與宗教文化導論》。香港；基道，2002。Wong, Simon. *New Testament History and Religious Milieu*. Hong Kong: Logos, 2002. (Approx. 270 pp.)
- 3/ Wright, N. T. *The New Testament and the People of God*. London: SPCK, 1992. 賴特著，左心泰譯。《新約與神的子民》。台北：校園，2013, Chaps. 1, 6-10. (Approx. 300 pp.)
- 4/ Schnabel, Eckhard J. *Paul the Missionary*. Downers Grove: IVP Academic, 2008. 席納博著，韓黃梓恩、吳怡瑾譯。《宣教士保羅》。South Pasadena：麥種，2018, Intro, Chaps. 1 & 2. (Approx. 180 pp.)
- 5/ Marshall, I. Howard. *New Testament Theology: Many Witnesses, One Gospel*. Downers Grove, IL: IVP, 2004. 馬歇爾著，潘秋松、林秀娟、蔡蓓譯。《馬歇爾新約神學》。South Pasadena: 麥種，2006, Chaps. 1, 5, 6, 18, & 31. (Approx. 150 pp.)

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

- 6/ 黃錫木編。《新約背景文獻選輯》第二版。香港：漢語聖經協會，2005。Wong, Simon, ed. *Anthology of Classical Texts on New Testament Background*. HK: Chinese Bible International Ltd., 2000.

#### C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS (Not Applicable)

#### D. ASSIGNMENTS AND GRADING

##### 1. Readings and Group Discussion (10%):

- Students are required to complete the weekly reading before each class.
- Students are expected to attend the group discussion for 20 minutes in each class and to make contributions to the understanding of the topics. Students' comments and questions should reflect a thorough and thoughtful reading of the materials.
- Learning outcomes 1, 2, 3

## 2. Role Playing (20%):

- Each of the two or three students will form a group for role playing. Each group will choose a historical topic in this course and will demonstrate how to teach the topic in an adult Sunday school class through role playing for 30 minutes in class. All students in each group need to actively participate in role playing.
- A list of historical topics will be provided by the instructor on **January 12**. Role playing will be performed on **February 2, 9 and 16** (depending on how many groups).
- Learning outcomes 1, 2

## 3. Book Report (20%):

- Each student will write a book report of *The New Testament and the People of God* for approximately 2,000 words. The book report should both summarize and assess the argument of the author.
- The book report is due in .pdf form at **11:59 p.m., March 1**.
- Learning outcomes 1, 2

## 4. Research Paper (40%):

- Each student will write a research paper that analyzes the issues and relevance of a theological topic in this course for approximately 5,000 words. As an academic paper, it should have a clear and well-defined thesis statement that is defended throughout the paper.
- A list of theological topics will be provided by the instructor on **January 12**. The research paper is due in .pdf form at **11:59 p.m., April 12**.
- Learning outcomes 2, 3

## 5. Proposal Presentation (10%):

- Students will present their proposals for the research paper for 10 minutes in class and lead the class discussion for another 10 minutes.
- The proposals will be presented on **March 22, 29 and April 5** (depending on how many students).
- Learning outcomes 2, 3

## E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access

appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

#### F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following:

Readings and Group Discussion	10 %
Role Playing	20 %
Book Report	20 %
Research Paper	40%
Proposal Presentation	10%
Total	100 %

#### G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

##### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

##### Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation

Date	Reading Before Class	Content	Assignment
1/12	《使徒行傳》	課程簡介	
1/19	《導論》第 1, 2 章	古典/兩約之間歷史	
1/26	《導論》第 3, 4 章	新約歷史/宗教文化	
2/2	《導論》第 5 章	猶太人基本信念	Role Playing
2/9	《子民》第 1, 6, 7 章	第一世紀猶太教	Role Playing
2/16	《子民》第 8, 9, 10 章	第一世紀猶太教	Role Playing
2/23	Reading week		

3/1	《神學》第 1 章	新約神學	Book Report
3/8	《神學》第 31 章	新約神學	
3/15	《保羅》引言、第 1 章	使徒保羅	
3/22	《保羅》第 2 章	保羅的宣教工作	Proposal Presentations
3/27	2:15PM-5:05PM 《神學》5, 6 章	保羅書信的神學	Proposal Presentations
3/29	Good Friday		
4/5	《神學》第 18 章	保羅書信的神學	Proposal Presentations
4/12			Research Paper

#### V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Selected bibliography will be provided in the first class.