

*“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 AND HISTORY</b> NEWT 0522 1P
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 12 – DECEMBER 5, 2024 THURSDAY 2:15-5:05 PM IN PERSON ONLY
<b>Instructor</b>	<b>DUNCAN REID, MDiv, PhD</b> Email: <a href="mailto:dreid@tyndale.ca">dreid@tyndale.ca</a> Phone: 416 226 6620 ext. 2273 Office number: Room C 304
<b>Class Information</b>	Class format: This is an in-person course. The format will include lecture presentation as well as large and small group discussion. Office Hours: by appointment. Email correspondence: a response can be expected within 1-3 business days.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://TyndaleOne.com">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

A study of the New Testament focusing on its over-arching vision of God’s mission in the world and how human beings are called to respond. Each book will be placed in its cultural and historical setting as we focus on its distinctive contribution to the New Testament. Along the way, students will be introduced to critical methods for studying the New Testament and will reflect on how we can integrate scholarly perspectives with a conviction that the New Testament is the Word of God.

*Recommended Prerequisite: BIBL 0501*

## II. LEARNING OUTCOMES

At the end of the course, by actively engaging in weekly lectures, reading the required texts, and completing the three written assignments, students will be able to:

1. Discuss the relationship of human and divine elements in the composition, canonization, translation and interpretation of the New Testament as scripture;
2. Demonstrate the importance of the first century Mediterranean Greco-Roman and Jewish historical context for interpreting the New Testament;
3. Identify issues related to historical Jesus research and sketch out a general understanding of the four Gospels;
4. Describe a general outline for the life of Paul, identify some of the major theological themes in his letters, and analyze his letters according to ancient epistolary conventions;
5. Distinguish between and analyze individual New Testament books in relation to their historical background, literary features, themes, and contemporary significance;
6. Explain the challenges involved in the task of New Testament theology and illustrate both the theological unity and diversity of the New Testament;
7. Discuss and illustrate the practical relevance of the New Testament to the contemporary life and mission of individual Christians and the church as a whole.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

In addition to listening to the weekly lectures on the course page on [classes.tyndale.ca](http://classes.tyndale.ca), you will be required to read the following:

Carter, Warren. [\*Seven Events that Shaped the New Testament World\*](#). Grand Rapids, MI: Baker Academic, 2013.

Powell, Mark Allan. [\*Introducing the New Testament: A Historical, Literary, and Theological Survey\*](#). Grand Rapids, MI: Baker Academic, 2018 (2009).

Wright, N. T. *How God Became King: The Forgotten Story of the Gospels*. New York: HarperCollins, 2016. ISBN 978-0-06-173060-3 (needed for assignment #1)

New Testament text. While it is advisable to consult with more than one translation, your primary text can be any modern translation except paraphrases.

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Matera, Frank J. *New Testament Theology: Exploring Diversity and Unity*. Louisville, KY: Westminster John Knox Press, 2007.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

### D. ASSIGNMENTS AND GRADING

Each student will be evaluated on the basis of the following assignments (percentage of course grade in brackets).

#### 1. **Book Review:** Due on Thursday Oct 3, 2024 (20% of final grade)

Each student is required to write a critical reflection on the following book:

Wright, N. T. *How God Became King: the Forgotten Story of the Gospels*. New York: HarperCollins, 2016. ISBN 978-0-06-173060-3

As you prepare for and write your book review you will need to pay attention to the following guidelines:

- *General:* It will be necessary for you to either purchase or borrow the book and read it in its entirety. Highlight or make notes (summary) as you go so that you can readily recall what is needed for writing your review. It is often helpful to re-read (or at least re-read your highlights) in order to make sure you fully understand what the author is saying.
- *Length and style:* Your paper should be 3 to 5 pages in length (maximum 5 pages, 12 point font double-spaced). The full bibliographic information for your chosen book should be given up front in the first sentence (or in your title page). When citing the book thereafter simply cite page numbers as ‘in-text citations’ in parenthesis: e.g. (p. 56). If you wish to cite another author then include the full reference within your text

(or in brackets). There should be no footnotes. For other general matters of style (organization, clarity, spelling, grammar etc.) please see general comments below.

- *Part One*: The first part of your review should provide a summary of the key ideas in the book and should be *no more than fifty percent* of your paper. Your goal here is to describe/summarize the general audience and intent of the book, its general structure/divisions, and its primary thesis/theses (big ideas) and argumentation. It is important to separate out and identify primary ideas (versus secondary ones) and to represent the author as accurately as possible.
- *Part two*: The second part of your review is where you critically engage with the book and should be *at least fifty percent* of your paper. You need to identify *both strengths and weaknesses* in the book. This primarily involves interacting with the big picture theses/ideas in the book that you have identified in your summary. It is acceptable to comment on specific details or issues of peripheral importance, but these should not form the bulk of your critique. This is not the place to expound your own theories, but you need to give succinct reasons for your critical comments (beyond merely personal bias). While your primary focus should be on ideas/content, it is also appropriate to comment on such matters as style, layout, organization, clarity of communication, bibliographic information and additional resources (especially as they relate to the effectiveness of the book).
- *Conclusion*: At the end of part two draw your paper to a clear conclusion by commenting upon the usefulness of the book for yourself and others as a resource for personal growth and ministry. Here you need to consider whether or not the author has accomplished what he/she set out to do in relation to the audience that he/she had in mind (note that some author's state such aims explicitly while in other books it is more implicit or may even be absent and confusing as a result).
- *Note*: the review should be written as if it will be read by someone who knows nothing about the book. It will not only provide them with a clear sense of the content but will also enable him/her to have an opinion about strengths and weaknesses of the book and whether or not it is worthwhile to read.

Taking into account the above guidelines this book review will be graded according to the following rubric:

Grade	Review
<b>A</b>	A concise summary of the book that demonstrates a clear understanding of its intended purpose, structure/content and key ideas in a manner that enables the reader to grasp the essence of the book. Summary does not exceed 50% of the review. Insightful critical engagement with the book that clearly identifies a few strengths and weaknesses by drawing on broader theological and biblical knowledge. Critique is appropriate and fair in relation to the overall nature, content, and purpose of the book. Provides clear and appropriate concluding

	statement about the value of the book based on the summary and critique. Written in a clear and concise manner with minimal/no grammatical/stylistic mistakes.
<b>B</b>	A clear summary of the book that demonstrates an understanding of its structure/content and key ideas in a manner that enables the reader to grasp the essence of the book. Summary does not exceed 50% of the review. Critical engagement with the book that identifies a few strengths and weaknesses in relation to its overall purpose and content. Provides an appropriate concluding statement about the value of the book based on the summary and critique. Clearly written with relatively few grammatical/stylistic mistakes.
<b>C</b>	A reasonable summary of the book that demonstrates a fair understanding of its structure/content and key ideas but may be missing key information and lacking clarity. Summary possibly exceeds 50% of the review. Makes a reasonable attempt at identifying strengths and weaknesses in relation to the overall purpose and content of the book. Provides an appropriate concluding statement about the value of the book. May lack clarity of expression and contains several grammatical/stylistic mistakes.
<b>D</b>	Summary of the book may pick up some key ideas but overall does a poor job of reflecting the overall structure/content and key ideas. Summary exceeds 50% of the review. Makes an attempt at identifying strengths and weaknesses in relation to the overall purpose and content of the book but may lack in clarity, relevance or substance. Fails to provide an appropriate conclusion. Poorly written with multiple grammatical/stylistic mistakes.
<b>F</b>	Fails to submit review or review fails to demonstrate knowledge of content in the book and does not provide a relevant critique or conclusion.

## **2. Biblical Book Study:** Due on Thursday Oct 31, 2024 (30% of final grade)

Each student is required to write an introductory paper on a New Testament book of their choosing. Once you have selected your book then proceed according to the following guidelines:

- *Inductive study:* Begin by reading through the book at least once or twice (several times if smaller) and making observations. I recommend you photocopy the book and read it with highlighter and/or pen and pencil in hand, making notes and markings as you go. Observe how the book is structured and identify key themes or ideas (e.g. repeated ideas and phrases). Look for internal clues to such matters as authorship, intended audience, intent and purpose. Make note of any questions that might require further research (e.g. background information, confusing and unclear passages, etc.)
- *Secondary sources:* Once you have completed your initial inductive study then consult secondary literature that discusses introductory questions in relation to your chosen NT

book. These readings should help to challenge or strengthen your own inductive observations as well as provide information and provoke questions that you had not otherwise thought about. As you read these various resources pay attention to where there are uncertainties or significant differences of opinion and whether there is a majority opinion among scholars. You may wish to side with a particular opinion or withhold judgment until you can do further research but you are expected to make note of such issues in your paper. You are free to use as many secondary sources as you like without limitations as to the nature or date of such sources. As a basic minimum, however, you must consult *at least five different types* of secondary sources (*dated no earlier than 1990*) from the following list: scholarly journal articles; New Testament Introductions; New Testament Theologies; Commentaries (introductory section in particular); articles in Bible Dictionaries or Encyclopedias; articles in edited books; scholarly books.

- *Paper content:* As you write your paper you need to set out your research in a clear and concise manner according to the following categories (use sectional headings):
  - a) Historical and literary background: in this section you need to address such issues as dating, authorship, intended audience, geographical location and setting (of audience and author). You may also pay attention to the general historical and religious setting (e.g., Judaism in first century Palestine) relevant to your chosen book. Finally, make note of important discussion about sources and literary relationships (e.g., relationship of Synoptic Gospels to one another; relationship of 2 Peter to Jude; or the relationship of James to traditions about Jesus).
  - b) Identification of genre and Structural outline: identify and briefly discuss the major literary genre of your book: e.g., different types of letters, biography, history, apocalypse etc. (you will likely need to rely on secondary literature here). Make note of any differing scholarly opinions along with any majority opinion and the reasons for it. State your own preference in terms of genre and your reasons for it. Identify and briefly discuss the major structural divisions in the book once again noting any significant differences of opinion among scholars. Indicate which structural breakdown you prefer and give your reasons (i.e. identify the structural clues in the book itself). Your conclusions should be based on your own observations as well as discussions in secondary literature. As you proceed with the remainder of the paper try to incorporate your insights into genre and structure into your discussion of themes and application.
    - Note: you may wish to provide an actual outline (typical point form outline as found in most commentaries) of your chosen book to supplement your discussion. *This is recommended for all but required for an A grade paper.* If your book is longer (e.g., Gospels, Acts, Romans, Revelation) you should attach it as an appendix (which will not be included in your page count). It should be noted, however, that the outline is not a substitute for your discussion which should focus on explaining *why* you chose the structure you did.

- c) Key theological motifs or themes: in this section of your paper you should identify the key theological motifs or themes in your chosen book. This should be based upon your own observations along with your reading in the secondary literature. *Each theme should be stated in a clear and concise but complete single sentence* (e.g. 'It is necessary to have faith in Jesus as the Christ if you are to live life to the full') and *not* simply given as an idea or heading (e.g. 'faith'). Each theme should be stated and then discussed (1-2 paragraphs). Your discussion should indicate clearly what you mean by the theme (flesh out and explain yourself) and why you chose it as a major theme for the book. In the case of the latter you need to provide evidence from the text itself that indicates your theme to be of major importance (e.g. repetition in various contexts; significant chunk of text given over to it etc.). For thematic ideas that appear in several NT books (such as 'faith') your statement and explanation of the theme should seek to identify how that theme is uniquely expressed in the particular book you are studying.
- d) Ideas for contemporary appropriation/application: This section of your paper should explore the relevance of your chosen book for the contemporary church/society. The goal is to identify specific action steps directly related to *one* of the motifs/themes identified in the previous section. Your goal is to show how this first century book has relevance in our twenty-first century context. Your actions steps should be clear, concrete, creative, realistic, and context specific (e.g., your church, ministry organization, local community etc.). They should relate to one another as an overall package/strategy for bringing about a positive changes in your identified context. Finally, you need to indicate (realistically) what these changes would like (ideally) in the form of a vision statement, namely a positive description of what a preferred future looks like.
- e) Critical issues requiring further research: in a final brief paragraph of your paper, identify any outstanding questions that arose during your research (either in our inductive study or reading of secondary literature) but were beyond the scope of this paper. They can be questions of general interest but can also be matters that potentially impact upon your interpretation of the book. Briefly indicate how researching the answer to your questions would potentially be helpful to you.
- *Paper style*: This paper should be 8-10 pages in length but not exceeding 10 pages (not including title page, bibliography or appendix of structural breakdown). It should include both footnotes (not endnotes) and a bibliography according to the Chicago Manual of Style (click on "Go to Notes and Bibliography" in the following Tyndale e-resource link: [Chicago-Style Quick Guide](#)). The paper should be 12 point font, double-spaced, and preferably Times Roman font with 1 inch margins. The bibliography should have a minimum of 5 items beyond the course texts (as above on secondary sources). Make sure to include page numbers and a title page (title of paper; your name; due date;

course code and name of professor). Please also consult “General Guidelines for Submission of Written Work” below.

- *General guidelines on spacing:* as you write you will need to decide how much space to give over to specific sections in your paper. This will vary depending on the book you choose. For example authorship is hotly debated and/or uncertain in books like Hebrews, James, and 2 Peter but is not an issue for Romans or Corinthians. This would result in significantly different amounts of space for authorship discussion in each of these instances. You will need to gauge this based on your research. As a general rule, however, at least fifty percent of your paper should be taken up with sections (c) and (d) on themes/motifs and contemporary application/appropriation. On the other hand section (f) on critical issues for further research should be no more than a brief paragraph.

Taking into account the above guidelines this biblical book study will be graded according to the following rubric:

	<b>Research and Presentation of Ideas</b>	<b>Style</b>
<b>A</b>	Evidence of careful inductive study and use good quality secondary sources (outlined above) that go beyond the minimum requirement of five (should be at least 10) and include divergent viewpoints. Differing opinions are weighed carefully. Ideas/arguments are presented clearly/logically and are backed up by your research, showing a careful integration of your own ideas and those encountered research. The paper is clearly organized according to the five content areas outlined above. These content areas should be appropriately weighted for your given book and address the requirements that have been outlined above. Includes an appendix with the structural outline of the chosen book.	Clear and articulate prose with minimal grammatical and/or stylistic mistakes. Documentation of secondary sources is clear, consistent, and full in keeping with requirements outlined in the course syllabus.
<b>B</b>	Evidence of careful inductive study and appropriate use of at least five good quality secondary sources (as defined above). Ideas are presented clearly and are based on secondary sources integrated with your own ideas/findings. Paper is clearly organized according to five content areas. The content areas are appropriately	Clear prose with relatively few grammatical/stylistic mistakes. Clear documentation of secondary sources according to requirements outlined in the course syllabus.



	weighted for your given book and address the requirements outlined above.	
<b>C</b>	Evidence of inductive study but lacking in depth. Uses appropriate number of secondary sources but may be of questionable quality or date. Ideas are presented on the basis of secondary sources and inductive findings but may be incomplete, lacking clarity, or lacking in depth of insight. Paper addresses issues in five content areas but lacks clear organization, appropriate balance of content, and/or fails to address the requirements of each content areas as outlined above.	Generally clear prose but with several grammatical and stylistic mistakes. Documentation of secondary sources is not always clear, complete or consistent, and fails to follow the requirements outlined in the course syllabus.
<b>D</b>	Little or no evidence of inductive study. Secondary sources are poor quality and less than the minimal requirement of five. Ideas are presented but lack clarity and are not obviously based on research. Paper lacks organization and may fail to address one of the required content areas or substantively omits required content in particular areas.	Paper is poorly written with multiple grammatical and stylistic errors. Documentation of secondary sources is inadequate and/or lacking.
<b>F</b>	Lacks any evidence of inductive study or use of any relevant secondary sources. Failure to present any clear ideas based on research. Paper lacks organization and fails to address three or more of the content areas, or fails to address required content in areas that are addressed.	Paper is poorly written with multiple grammatical and stylistic errors. Documentation of secondary sources is missing.

### 3. Research Paper: Due on Friday Nov 29, 2024 (50% of course grade)

Each student will select one research topic from the list below (alternative topics may be approved by the instructor upon request) and will write an academic paper related to that topic. Depending on the chosen topic and research question, this paper may address one or more of the Learning Outcomes identified at the beginning of this syllabus. In completing this paper the student should proceed according to the following guidelines:

- **Research topics:** the New Testament doctrine of scripture or canonization; the Jesus seminar and/or historical Jesus research; the kingdom of God in the Gospels; the death of Jesus; the resurrection of Jesus; apocalyptic literature and its value for studying the New Testament; the theology of Paul; Paul's understanding of the Old Testament law; the use of the Old Testament in the New; the value of New Testament critical methodology as used by modern biblical scholars (e.g. redaction criticism; source criticism; literary criticism, rhetorical criticism, etc.); the study of Jewish or Greco-Roman

background in relation to interpretation of the New Testament; the ‘new perspective’ on Paul; pseudepigraphy in the New Testament; the relationship of history and theology in studying the New Testament; various theological themes or New Testament theology in general.

- **Research Question:** Students will be expected to prepare a research paper in which they summarize and interact with some aspect of their chosen topic. *You must first formulate a research question that you intend to answer in your paper.* For example “the resurrection of Jesus” is a research topic but not a research question. Examples of questions related to this topic might include the following: what is the historical and contextual background (OT; Ancient Near East; Greco-Roman etc.) to resurrection in the NT? What is the historical evidence for Jesus being raised bodily from the dead? How is the resurrection of Jesus best explained – bodily resurrection, mythological story, objective visionary experience or other? Etc. It is recommended (but not required) that you get input from the instructor when formulating your research question. The research question will be key to giving your paper a specific focus. You will then need to research potential answers to your question in secondary scholarly literature (see below) as well paying close attention to the New Testament itself. The results of your research should demonstrate your ability to interact with and synthesize ideas found in various secondary sources along with your own ideas.
- **Secondary literature:** in keeping with the grading rubric below, an A/B paper will include between (at least) 7 to 15 items in your bibliography. The only items included in this count will be secondary scholarly sources that go beyond any assigned course reading and have obvious relevance to your paper. These include such things as scholarly commentaries, NT Introductions, NT Theologies, books, and articles/essays (e.g., in dictionaries and essay collections). If there is *significant interaction* (versus a brief citation) with a primary source (e.g., Josephus or Philo etc.) then the reference to this primary source will be included in the bibliography count. You are welcome to reference the following type of items as you see fit, but they will not be included in the bibliography count: popular articles, essays and commentaries; popular online articles; Bibles and study Bibles. Work hard to understand and represent the authors accurately while bringing their ideas into constructive dialogue with one another and with your own. Avoid unthinking reliance upon authors you like or agree with and overly quick dismissal of authors you disagree with. You should cite all sources appropriately in **footnotes** (not endnotes) and provide a full bibliography at the end of your paper.
- **General approach:** the paper should be clearly structured with the following sections: (1) an introduction (identify your research question, why it is important to address and how you intend to address it); (2) body (present your research in a clear and organized fashion – it is often helpful to use sectional headings to organize and clarify your thoughts); (3) and conclusion (draw clear conclusions in answering your research question based on your findings presented in the body of the paper). What matters most is that you organize and clearly present your research and ideas. In a paper that discusses differing opinions this does not mean drawing conclusions where there is

insufficient evidence. It is possible, for example, that you are unable to decide between two or more options. In this case you need to clearly show the strengths and weaknesses of each option and why you think ambiguity remains. You may give suggestions for further research that would help gain more insight.

- **Style:** The paper should be 8-10 pages in length (maximum 10, not including title page or bibliography) with footnotes (not endnotes) and a bibliography of sources consulted. Please follow the Chicago Manual of Style for footnotes and bibliography ([See “Documenting Chicago Style” tip sheet](#)). The paper should be written in 12 point font, double-spaced, and preferably Times Roman font with 1 inch margins. The bibliography should include all items of secondary and primary literature that are cited (not Bibles but it is good to indicate in a footnote or parenthesis which version/versions you are using) and should include a good cross section of types (commentaries; books; articles) and viewpoints. Make sure to include page numbers and a title page (title of paper; your name; due date; course code and name of professor). Please also consult “General Guidelines for Submission of Written Work” below.

**Grading rubric:** the following rubric will be used in grading this assignment:

Grade	Research Paper
A	<p>The paper carefully follows all of the assignment instructions for a ‘Research Paper’ outlined above. With this in mind the following features will be present:</p> <p><i>Research:</i> the introduction includes a clearly articulated research question, persuasively demonstrates why this question deserves attention, and clearly explains how it will be addressed. The paper and bibliography provide evidence of in-depth research from a variety of appropriate secondary (and possibly primary) sources representing a cross section of views/perspectives on the subject matter at hand. The bibliography includes at least 10-15 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Argumentation and style:</i> the paper creatively and succinctly presents research in a manner that clearly and even-handedly summarizes the views of others. The paper demonstrates an appreciation for the complexity of the issues while drawing clear conclusions based on a balanced appraisal of the evidence that identifies both the weaknesses and strengths of various viewpoints.</p> <p><i>Style:</i> the paper is clear, creative, succinct and persuasive in presenting research findings and conclusions. The paper clearly and directly answers the research question posed in the introduction and appropriately summarizes/states these findings in its conclusion. The paper is clearly organized and avoids confusion, unnecessary details, redundant repetition, and inefficient wording. The paper is free (or almost free) of stylistic and grammatical mistakes. It adheres to the “general guidelines for the submission of written work” in the syllabus, including</p>

	the proper citation of secondary sources (footnotes and bibliography according to the Chicago Style).
<b>B</b>	<p>The paper follows all of the assignment instructions for a ‘Research Paper’ outlined above. With this in mind the following features will be generally present:</p> <p><i>Research:</i> the introduction includes a clearly articulated research question, indicates why this question deserves attention, and explains how it will be addressed. The paper and bibliography provide evidence of in-depth research from a variety of secondary (and possibly primary) sources representing a cross section of views/perspectives on the subject matter at hand. The bibliography includes at least 7-10 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Argumentation and style:</i> the paper presents research in a manner that clearly and even-handedly summarizes the views of others. The paper demonstrates an appreciation for the complexity of the issues while drawing clear conclusions on the research question under investigation.</p> <p><i>Style:</i> the paper is clear, succinct and persuasive in presenting research findings and conclusions. The paper clearly answers the research question posed in the introduction and appropriately summarizes/states these findings in the conclusion. The paper is well organized and generally avoids confusion, unnecessary details, redundant repetition, and inefficient wording. The paper is generally free of stylistic and grammatical mistakes, and adheres to the “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style)</p>
<b>C</b>	<p>The paper generally follows the assignment instructions for a ‘Research Paper’ outlined above. With this in mind the following features will be generally present:</p> <p><i>Research:</i> the introduction includes a research question, indicates why it is being addressed and how that will happen. The paper and bibliography provide evidence of research from secondary (and possibly primary) sources relevant to the subject matter at hand. The bibliography includes at least 3-6 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Argumentation and style:</i> the paper presents research in a manner that is generally clear and appropriately represents the views of others. The paper will demonstrate an awareness of differing viewpoints while drawing its own conclusions on the matter at hand.</p> <p><i>Style:</i> the paper is generally clear and persuasive in presenting its research findings and conclusions. The paper is organized and generally avoids confusion and unnecessary details. While reasonably clear, the paper may contain more than the average number of stylistic and grammatical mistakes. It generally adheres to “general guidelines for the submission of written work” in the syllabus,</p>

	including the citation of secondary sources (footnotes and bibliography according to the Chicago Style), but may be deficient in some of these ways.
<b>D</b>	<p>The paper somewhat follows the assignment instructions for a ‘Research Paper’ outlined above but is characterized by one of more of the following elements:</p> <p><i>Research:</i> the introduction lacks clarity in relation to the research question, the reasons for it being addressed and/or the method to be employed. The paper and bibliography provide evidence of research from secondary (and possibly primary) sources. However, these resources may be deemed of poor quality (in relation to the description of secondary sources in the course the assignment), insufficient in number (less than 3), and/or lacking in relevance to the subject matter at hand.</p> <p><i>Argumentation and style:</i> while possibly demonstrating awareness of differing views, the presentation of research is generally lacking in clarity and persuasiveness and/or fails to appropriately represent the views of others. The conclusions drawn from the research may be missing or lacking in clarity.</p> <p><i>Style:</i> the paper suffers from a lack of clarity and persuasiveness in general. There is little evidence of organization and it may well be characterized by confusion, unnecessary or irrelevant details, and a large number of stylistic and grammatical mistakes. It may substantially fail to follow the “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>
<b>F</b>	<p>Either no paper has been submitted within agreed upon timelines (including any agreed upon extensions) or the paper fails in large manner to follow the assignment instructions for a ‘Research Paper’ outlined above. Such a failure will be characterized by one of more of the following elements:</p> <p><i>Research:</i> there is a fundamental lack of clarity in relation to identifying a research question or the manner in which it will be addressed. The paper and bibliography provide no evidence of research from secondary (and possibly primary) sources or those cited are deemed either irrelevant or of poor quality (in relation to the description of secondary sources in the course the assignment).</p> <p><i>Argumentation and style:</i> there is a lack of awareness of differing views and presentation of research fundamentally lacks in clarity and persuasiveness. No clear conclusions are drawn or expressed.</p> <p><i>Style:</i> there is an overall lack of clarity and organization. Instead the paper is characterized by confusion and, irrelevant details, and a large number of stylistic and grammatical mistakes. It fails substantially to follow the “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>

## 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 will be based upon completion of the assignments (as outlined above):

Assignment	Due Date	% of final grade
1. Book Review	Thursday Oct 3, 2024	20%
2. Biblical Book Study	Thursday Oct 31, 2024	30%
3. Research Paper	Friday Nov 29, 2024	50%
Total Grade		100%

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

Written assignments are due on the dates indicated above and should be type written, *double-spaced, 12 point font (preferably Times Roman; 10 point font for footnotes), and one inch margins*. They should be submitted in pdf format and uploaded to the appropriate portal on the course Moodle page.

**Please label the file** with your name and assignment (e.g., John Smith\_Book Review or John Smith\_Research Paper). The deadline for submission is midnight on the due date.

It is expected that written work is submitted in a straightforward style of academic prose and demonstrates clear organization, argument and coherent thought. It ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. Ensure that you have accurately and fully documented any secondary sources used in your paper (including footnotes and bibliography). If English grammar is challenging for you then you are expected to seek help (e.g., from the writing services of the Centre for Academic Excellence).

For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (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 from the *Chicago Manual of Style* or reference the [tip sheet, "How to Cite Sources in Theology"](#).

## **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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#) as well as [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

The following summary indicates lecture topics and assigned reading for the given dates. All classes will take place from 2:15 to 5:-5 pm on Thursday. Assignment dates are explicitly indicated and marked with \*asterisks\*.

##### **Week 1: Sep 12**

Course Introduction and Syllabus

*Lecture:* The New Testament as Scripture

*Required reading:*

- Powell 59-75 (17 pages) (chap 3)
- Carter 107-154 (48 pages) (chapters 6 and 7)

##### **Week 2: Sep 19**

*Lecture:* The New Testament in its Historical Context

*Course reading:*

- Powell 17-57 (41 pages) (chaps 1 + 2)
- Carter 1-64 (64 pages) (chaps 1-3)

##### **Week 3: Sep 26**

*Lecture:* Jesus and the Gospels (General Introduction)

*Course reading:*

- Powell 77-117 (41 pages) (chaps 4 + 5)
- Carter 65-85 (20 pages) (chap 4)
- New Testament: Gospel of Luke

##### **Week 4: Oct 3**

\*NOTE: Book Review Due on Thursday Oct 3\* (assignment #1)

*Lecture:* The Gospel of Mark

*Course reading:*

- Powell 119-159 (19 pages) (chaps 6 + 7)
- Carter 87-106 (19 pages) (chap 5)
- New Testament: Gospel of Mark

##### **Week 5: Oct 10**

*Lecture:* The Gospel of John and the Johannine Letters

*Course reading:*

- Powell 183-203 and 507-521 (36 pages) (chaps 9 + 28)
- New Testament: Gospel of John and 1, 2, 3, John



**Week 6: Oct 17**

*Lecture:* Luke and Acts

*Course reading:*

- Powell 161-181 and 205-229 (46 pages) (chaps 8 + 10)
- New Testament: Acts

**OCT 24 – NO CLASS – READING WEEK****Week 7: Oct 31**

\*NOTE: Biblical Book Study Due on Thursday Oct 31\* (assignment #2)

*Lecture:* Paul and His Letters (General Introduction)

*Course reading:*

- Powell 231-269 and 431-441 (50 pages) (chaps 11 +12 + 23)
- New Testament: Philemon

**Week 8: Nov 7**

*Lecture:* Romans

*Course reading:*

- Powell 271-287 (17 pages) (chap 13)
- New Testament: Romans

**Week 9: Nov 14**

*Lecture:* Paul - The Corinthian Correspondence (1-2 Corinthians)

*Course reading:*

- Powell 289-321 (33 pages) (chaps 14 + 15)
- New Testament: 1-2 Corinthians

**Week 10: Nov 21**

*Lecture:* Catholic Epistles - Hebrews

*Course reading:*

- Powell 443-459 (17 pages) (chap 24)
- New Testament: Hebrews

**Week 11: Nov 28**

\*NOTE: Research Paper Due on Friday Nov 29\* (assignment #3)

*Lecture:* Revelation

*Course reading:*

- Powell 531-551 (21 pages) (chap 30)
- New Testament: Revelation

## Week 12: Dec 5

Lecture: New Testament Theology

Course Reading: none

## 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](#).)

The following is a partial list of resources intended as a starting point of research on a number of issues pertaining to the New Testament. In addition to these more general works, the library has multiple commentaries on each book of the New Testament. Commentaries will provide valuable background information on specific books. All these resources (along with the course text) contain a wealth of additional bibliography to aid research on more specific topics.

### New Testament Introductions:

- Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids, MI: Wm. B. Eerdmans, 2001.
- Brown, Raymond E. *An Introduction to the New Testament*. New York; London; Toronto: Doubleday, 1997.
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- McNeile, A. H. *An Introduction to the Study of New Testament*. 2<sup>nd</sup> Rev. ed. Edited by C. S. C. Williams. Oxford: Clarendon Press, 1953.
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Guthrie, Donald. *New Testament Theology*. Leicester: IVP, 1981.

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Lemcio, Eugene E. "The Unifying Kerygma of the New Testament." *JSNT* 33 (1988): 3–17.

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Martin, Ralph P. "New Testament Theology: Impasse and Exit." *ExpTim* 69 (1980): 264–69.

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## **VI. FINAL COMMENTS**

This course seeks to provide a broad general introduction to the study of New Testament theology and history. In the interests of achieving the desired aims and goals, it may be necessary to change some details in this syllabus.