I. Course Description
This course introduces students to the critical study and interpretation of the New Testament. The course focuses student on hearing the New Testament writings as pastoral responses shaped by and addressing first-century socio-historical settings. It includes exploration of their theological and narrative content, exposure to diverse interpretive approaches, and examination of literary, historical and cultural issues relevant to their interpretation.

II. Student Learning Outcomes
As a result of this course, students will be able to:

1b. Demonstrate proficiency in the exegesis of, and theological and ethical reflection upon, the New Testament.
2. Not assessed in this course.
3. Explain how an awareness of the limits of their own cultural and social location can assist in reading and interpreting the New Testament.
4.-6. Not assessed in this course.

III. Course Requirements
A. Textbooks

Required:


Recommended:


B. Attendance
According to the Student Handbook: “attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay
through the duration of all classes. Any student missing more than six class hours (2 weeks) will be
required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized
otherwise at the discretion of the professor.”

C. Assignments/Assessment of Student Learning

1. **Class Participation and Group Work 10%**

   Students are expected to be actively engaged in all forms in-class participation. Participation
   consists of those course components that require interaction with fellow classmates and/or the
   professor. Students who do not actively engage their fellow classmates and/or the professor when
   the opportunity is provided will receive a significantly reduced final grade.

2. **Quizzes and Assignments 35%**

   Students will be required to complete assignments and quizzes throughout the term. Specific
details regarding these assignments and quizzes will be provided to students the week prior to
each quiz. Students should expect to complete at least one assignment and/or quiz per week of the
semester.

   Quizzes will test your grasp of the content of the New Testament and your awareness of the
issues and concepts contained within the required readings. To that end, **quizzes will be based
upon the weekly assigned readings, previous lectures, and assignments**. Quizzes will be
administered ONLINE via our ANGEL online learning management system. Information about
these quizzes will be provided during week 1 of class. **These quizzes must be taken prior to class.**
For example, if we have class on a Tuesday, then you must take the quiz before class on Tuesday.
The quiz will cover the reading material and other work that was to be completed during the week
preceding our Tuesday class.

   **Example questions:**
   1) The genealogies of Jesus are found in which of the Synoptic Gospels? a) Matthew, b)
      Mark, c) Luke (select 1 or more)
   2) Why are Matthew, Mark, and Luke called the ‘Synoptic Gospels’ (explain in 1-2
      sentences)

3. **Final Exam 25%**

   There will be a final exam given on the last week of the Semester. Students who cannot take the
final, for a pre-approved reason, will need to make appropriate arrangement with the professor
and schedule to take the exam prior to the last day of the quarter.

4. **Final Project 30%**

   Students will have two ‘learning tracks’ from which they can select to satisfy this component of
the course.

   **Learning Track A:**

   Each student will complete an exegetical paper on a New Testament text chosen from a list to be
handed out during the course of the semester. **The Paper is to be double-spaced, 12-point and
3000-3500 words in length excluding footnotes and bibliography.** All papers must conform to
Turabian format and include a bibliography (See the ATS Writing Handbook). A word count must be provided on the conclusion page.

Any paper containing more than three serious deficiencies within the first three pages (i.e. spelling, grammar, format, argument) will not be read. Absolutely No late papers will be accepted.

Specific requirements for the paper, including the grading rubric will be handed out during the semester. Students will have an opportunity to submit their work for an informal assessment by the professor during the course of the semester. This submission is not required, but may help guide and direct students in the task of writing the exegesis paper and help the student resolve and/or correct any serious deficiencies before they submit their final draft. The informal submission should, at the least, include a list of secondary literature that has been, and will be, consulted in course of the research and writing process.

**Learning Track B**:  
Students choosing this option will have the option of submit three sermon manuscripts (i.e., full, written text of a sermon, word-for-word as you would preach it in church). Each sermon is to be between 1000 and 2000 words in length. One sermon needs to be on a text chosen from the Gospels, another from the book of Acts, and finally, one from Romans-Revelation.

Each sermon must demonstrate both the awareness of, and competence in, the various historical-critical and exegetical methods covered in class (e.g., source criticism, form criticism, redaction criticism, social-scientific criticism, etc.). The best sermons will utilize multiple methods in an integrative fashion. The sermons must reflect a thorough knowledge of how the method works and demonstrate the ability to apply them to each Gospel text in a way that yields both exegetical and theological fruit.

All sermons must be accompanied by an exegetical summary of 3-5 pages in which students detail their exegesis of the sermon text and, in particular, the exegetical ‘fruits’ which informed and guided their sermon preparation.

Specific requirements for the sermons will be handed out during the quarter. Students will have an opportunity to submit their work for an informal assessment by the professor during the course. This submission is not required, but may help guide and direct students in the task of writing the sermons and help the student resolve and/or correct any serious deficiencies before they submit their final draft. The informal submission should, at the least, include a list of their chosen texts and any secondary literature that has been, and will be, consulted in course of the research and writing process.

**D. Calculation of Grade and Connection of Learning Outcomes**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Group Work</td>
<td>1a, 3</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes and Assignments</td>
<td>1a, 1b</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1a, 1b, 3</td>
<td>25%</td>
</tr>
</tbody>
</table>
IV. Tentative Course Schedule

Readings listed in “assignments” column are required with the exception of readings that are marked with an asterisk (*). Readings marked with an asterisk are optional but recommended.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 14</td>
<td>Introduction to the Study of the Gospels: Historical Context of Jesus and the Gospels, Genre, etc.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 21</td>
<td>How do we Read the Gospels?: Ancient and Modern Methods</td>
<td>deSilva, <em>NT Introduction</em> chs 1-3</td>
</tr>
<tr>
<td>3</td>
<td>Jan 28</td>
<td>How did we ‘Get’ the Gospels?: Transmission History, Manuscripts, Methods</td>
<td>deSilva, <em>NT Introduction</em> ch 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How are the Gospels Related to one Another – and Why Does it Matter?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 4</td>
<td>Mark</td>
<td>deSilva, <em>NT Introduction</em> ch 5</td>
</tr>
<tr>
<td>5</td>
<td>Feb 11</td>
<td>Matthew</td>
<td>deSilva, <em>NT Introduction</em> ch 6</td>
</tr>
<tr>
<td>6</td>
<td>Feb 18</td>
<td>Luke</td>
<td>deSilva, <em>NT Introduction</em> ch 7</td>
</tr>
<tr>
<td>7</td>
<td>Feb 25</td>
<td>John, Historical Jesus</td>
<td>Bauckham, <em>Jesus</em> (entire book)</td>
</tr>
<tr>
<td>8</td>
<td>March 3</td>
<td>Acts</td>
<td>deSilva, <em>NT Introduction</em> ch 8</td>
</tr>
<tr>
<td></td>
<td>March 10</td>
<td>SPRING BREAK- NO CLASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>deSilva, <em>NT Introduction</em> ch 12, 13</td>
</tr>
<tr>
<td></td>
<td>March 24</td>
<td>EASTER BREAK- NO CLASS</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar 31</td>
<td>1-2 Corinthians</td>
<td>deSilva, <em>NT Introduction</em> ch 14</td>
</tr>
<tr>
<td>11</td>
<td>April 7</td>
<td>Romans</td>
<td>deSilva, <em>NT Introduction</em> ch 15</td>
</tr>
<tr>
<td>12</td>
<td>April 14</td>
<td>Prison Epistles: Philippians &amp; Philemon</td>
<td>deSilva, <em>NT Introduction</em> ch 16, 17</td>
</tr>
<tr>
<td>13</td>
<td>April 21</td>
<td>Ephesians and Colossians</td>
<td>deSilva, <em>NT Introduction</em> ch 18</td>
</tr>
</tbody>
</table>
V. Recommendations for Lifelong Learning
   1. Relevant modules from Logos Bible Software. https://www.logos.com/pastors1?googleads&gclid=CIja1pTqnL0CFYt9OgodPDEA8g
   2. Alumni access to the Ashland University Library Page for journal articles through the ATLA Serials and Academic Search Complete databases.

VI. Seminary Guidelines
   A. ATS Academic Integrity Policy
   Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

   B. Academic Support Services
   If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

   C. Students with Disabilities
   A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).

   D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Hebrews 289

5
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

**Mournet’s Interpretation of the ATS Grading Scale (I am indebted to my colleague Dr. Hawk for this list)**

A  
Signifies work that generally exhibits a depth of research, thought and critical thinking, and may include an insight I haven’t thought of before or information I haven’t encountered. Sparks are flying. You’ve got me thinking!

B  
Signifies work that exhibits thoughtful integration, a direct and careful engagement with the assignment, and sound critical thinking. I experience a deep sense of fulfillment that learning has taken place.

C  
Signifies a minimal engagement with the assignment characterized by a perfunctory or hackneyed response and shallow critical reflection. I yawn.

D  
Signifies gaps in thinking or a deficient response to the readings or written work. I reach for my Tums.

F  
Signifies failure to address the core components of the reading or written assignments. I watch an episode or two of Monty Python in a vain attempt to restore my cheery disposition.

*A more formal grading rubric will be available online during the semester.*
VII. Selected Bibliography
See handout to be distributed online (ANGEL) during the course of the quarter.