

CTH 6601/NTS 6652 DLS NEW TESTAMENT THEOLOGY

ASHLAND THEOLOGICAL SEMINARY

Fall Semester 2020 – Online (Begins Aug. 31 and ends Dec. 17)

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I. Course Description

This course is a survey of the content of the New Testament revelation historically understood together with an orientation to the major schools of New Testament theology in current scholarship.

II. Student Learning Outcomes

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

As a result of this course, students will be able to do the following:

- 1a. Explain the concepts and themes of New Testament theology in their historical and canonical contexts.
- 1b. Use Scripture responsibly in addressing topics in New Testament theology.
- 2-3 Not assessed.
4. Reflect theologically on topics and issues in New Testament theology.
5. Not assessed.
6. Apply insights from New Testament theology to life and ministry.

III. Course Requirements

A. Textbooks:

Colijn, Brenda B. *Images of Salvation in the New Testament*. Downers Grove, IL: InterVarsity Press, 2010.

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

Wright, N.T. *The Challenge of Jesus*. Downers Grove, IL: InterVarsity Press, 2015.

_____. *Paul in Fresh Perspective*. Minneapolis: Fortress, 2009.

The New Testament in a contemporary formal or dynamic equivalence translation such as the Common English Bible, the NRSV or the NIV (2010). Please try to read the NT book(s) that Matera discusses in the chapter(s) for the week.

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.

Because this is an online course, attendance is measured through participation in weekly discussions and timely submission of assignments. Students are expected to participate **every week** unless an exception is granted by the professor for extraordinary circumstances.

Blackboard keeps a record of students' activities in the course. Failure to watch videos will count against attendance.

C. Assignments/Assessment of Student Learning

This class will be delivered **entirely online** in Blackboard. To access Blackboard, go to <https://ashland.blackboard.com> and login. Please contact the professor **immediately** if on the first day of the semester you cannot access the course. You must log in several times each week (daily is recommended) to access announcements, content, and discussions. *You are responsible for all information posted in the online course and all information sent to your ashland.edu email account.* All papers must be submitted in the Blackboard course.

- **Online discussion.** Each week a discussion question will be posted in the folder for that week. You will discuss the question as a class or in small groups, depending on the number of students in the class. The instructor will moderate the discussion and will sometimes contribute to it. You must **post at least once** in response to the discussion prompt, **including a substantive question for further discussion**, and you must also **respond to at least one post** by another student. See “Discussion Posting Guidelines” in the Course Guidelines folder in the Course Resources area for further information. Each week’s discussion is worth 5 points. Your first post (with question) is due by Wednesday at 11:55 pm; **failure to meet this deadline means a deduction of 3 points**. Your first response is due by Friday at 11:55 pm; **missing this deadline means a deduction of 2 points**. The purpose of the assignment is to create a thoughtful theological conversation. Full credit is contingent on the criteria above, as well as those in the “Discussion Posting Guidelines” handout. Constructive disagreement is encouraged, but courtesy at all times is required. Any discourtesy will result in a deduction from your grade. **Length:** variable. **Due:** each week.
- **Critical review.** Choose one article to review from a list that will be provided in the Resources folder in the Contents tab in Blackboard. An article not on the list may be substituted with the professor’s permission (for example, an article that will be helpful to your research paper). Briefly explain the contents and the main claim of the article. How well does the author support that main claim? How well does the author handle the biblical data? From your perspective, what are the article’s main theological contributions? What, if any, are its main weaknesses? What benefit might it have for Christian life and ministry? You need not do any additional research for this assignment, but any sources you use (including the article you review) **must** be appropriately documented **in the text**. All material from sources must be quoted exactly, using quotation marks, or paraphrased completely. Any biblical references should be documented in parentheses in the text. **You are responsible for following the ATS Writing Handbook.** **Length:** 4-5 pages. **Due:** See course schedule

- You will do a **research paper** on a significant concept or theme in New Testament theology. **Paper topics must be approved by the professor in advance.** This paper should be an analysis that combines careful research with thorough personal study of the biblical text. The analysis must deal carefully with the material in its historical and canonical contexts. It must also go beyond exegesis to develop a synthesis and discuss implications for New Testament theology. You will probably want to restrict yourself to one NT author or book. Focus on what that author believed rather than what you believe or what Christians believe; but you must include a section on contemporary application. You must use at least twelve secondary sources, including both books and scholarly articles. Three of those sources should consist of works of New Testament theology (not works *about* New Testament theology) listed in the bibliography. Sources **must** be appropriately documented **in the text**. All material from sources must be quoted exactly, using quotation marks, or paraphrased completely. Any biblical references should be documented in parentheses in the text. Papers should use gender-inclusive language about people and should conform to Turabian style. **You are responsible for following the *ATS Writing Handbook*. Length:** 12-15 pages. **Due:** See course schedule.

D. Calculation of Grade and Connection of Learning Outcomes

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Discussion	1a, 6	40%
Critical review	1b, 4	20%
Research paper	1a, 1b, 4, 6	40%

IV. Course Schedule

<i>Week</i>	<i>Date</i>	<i>Topics</i>	<i>Readings, Assignments</i>
1	Aug. 31- Sep. 6	Introduction to NT Theology	Matera, Introduction Colijn, Introduction, Chapter 1
2	Sep. 7-13	Theology of Mark	Matera, Chapter 1 Colijn, Chapter 2
3	Sep. 14-20	Theology of Matthew	Matera, Chapter 2 Colijn, Chapter 3
4	Sep. 21-27	Theology of Luke/Acts	Matera, Chapter 3 Colijn, Chapters 6-7
5	Sep. 28- Oct 4	The Challenge of Jesus I	Wright, Chapters 1-4
6	Oct. 5-11	The Challenge of Jesus II	Wright, Chapters 5-8
7	Oct. 12-18	Theology of Paul: Thessalonians and Corinthians	Matera, Chapters 4-5 Colijn, Chapter 8 Critical review due
8	Oct. 19-25	Theology of Paul: Galatians and Romans	Matera, Chapter 6 Colijn, Chapter 9
9	Oct. 26- Nov. 1	Theology of Paul: Prison Epistles and Pastorals	Matera, Chapters 7-8 Colijn, Chapter 10 Research paper topic due

10	Nov. 2-8	Paul in Fresh Perspective I	Wright, Chapters 1-4
11	Nov. 9-15	Paul in Fresh Perspective II	Wright, Chapters 5-8
12	Nov. 16-22	Theology of General Epistles	Matera, Chapters 11-13 Colijn, Chapters 11-12
—	Nov. 23-29	Thanksgiving Break – no class	
13	Nov. 30- Dec. 6	Theology of John and 1 John	Matera, Chapters 9-10 Colijn, Chapters 4-5
14	Dec. 7-13	Theology of Revelation	Matera, Chapter 14 Colijn, Chapter 13
15	Dec. 14-17 [short week!]	Unity and Diversity Conclusion	Matera, Conclusion Colijn, Conclusion Research paper due

V. Recommendations for Lifelong Learning

To continue your explorations in New Testament theology, begin with some books and articles giving an overview of the field. Then expose yourself to a variety of works in New Testament theology from different perspectives. For suggestions, see the attached bibliography. Cambridge University Press has an excellent series of short studies of the theological content of different biblical books. When you study a biblical book, become familiar with commentaries on that book that address theological issues. If you plan to continue formal study of this discipline after graduation, consider joining the Society of Biblical Literature and attending its regional and national conferences.

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. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select "Online and Graduate" from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	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.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	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.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VII. SELECTED BIBLIOGRAPHY

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