



NT 501 *New Testament Foundations* (3 credit hours)
Winter 2005
Instructor: Kenneth A. Fox

Contacting the Instructor

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| Office: | Room 735 |
| Office Phone: | 403 410 2939 ext 7903 |
| Class Times: | Wednesday, 19:00 – 22:00 |
| Class Location: | Room 517 |
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Course Description

This course offers an introduction to the content, context, and interpretation of the New Testament. As such it concentrates on the following two components:

- 1 A comprehensive introduction to indispensable exegetical tools. These methods can be used in reading, interpreting, and applying the New Testament
- 2 A foundational survey of the New Testament writings. We give particular attention to the respective historical settings, persuasive designs, and theological content of the four Gospels, Acts, Letters, and Revelation

This introductory course lays the foundation for the study of the New Testament at Canadian Theological Seminary and is a prerequisite for all other New Testament courses offered by CTS.

Course Objectives

At the successful completion of this introductory course, each student is expected to have achieved competence in the following six areas:

- 1 Proficiency in the exegesis of the New Testament using a clearly articulated method of Bible study

- 2 Understanding of the reasons why the New Testament books were written
- 3 Comprehension of major theological themes found in each New Testament book
- 4 Aptitude in applying the teaching of the New Testament in solving problems faced in Christian life and the world today
- 5 Competence to express her or his views verbally and guide others in reflecting on the course textbooks in group discussion
- 6 Appreciation of the mission and ministry of Jesus and Paul in relation to God's kingdom purposes and their mission and ministry may impact the student's spiritual formation and sense of vocation and identity in Christ

Required Texts

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Second edition. Chicago: University of Chicago Press, 2003.

Klein, William W., Craig L. Blomberg, Robert L. Hubbard. *Introduction to Biblical Interpretation*. Revised and Updated. Dallas: Word, 1993.

Snyder, Howard A. *The Community of the King*. Revised Edition. Downers Grove: IVP, 2004.

Recommended Texts

Hacker, Diana, *A Canadian Writer's Reference*. Third edition. Boston: Bedford/St. Martins, 2004.

Throckmorton, B. H. *Gospel Parallels: A Comparison of the Synoptic Gospels/New Revised Standard Version*. Nashville: Thomas Nelson, 1992.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. Sixth Edition. Chicago: University of Chicago Press, 1996.

On reserve

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Second edition. Chicago: University of Chicago Press, 2003.

Klein, William W., Craig L. Blomberg, Robert L. Hubbard. *Introduction to Biblical Interpretation*. Revised and Updated. Dallas: Word, 1993.

Kohlenberger III, John R., E. W. Goodrick, and J. A. Swanson. *The Greek—English Concordance of the New Testament*. Grand Rapids: Zondervan, 1997.

Marshall, Alfred, *The Interlinear NRSV-NIV Parallel New Testament in Greek and English*. Grand Rapids: Zondervan, 1994.

Mounce, William D. *The Analytical Lexicon to the Greek New Testament*. Grand Rapids: Zondervan, 1993.

Snyder, Howard A. *The Community of the King*. Revised Edition. Downers Grove: IVP, 2004.

Course Requirements

Discussion Groups (20%)

There will be ten in-class, discussion times of approximately 45 minutes each. Students will discuss the course textbooks *Introduction to Biblical Interpretation* and *Community of the King*. These discussions have four purposes:

- 1 to challenge students to develop their critical, thinking skills as they reflect, in a group-context on the content of the Gospel and the textbook
- 2 to enable students to improve their skills in developing theological arguments and express their views verbally in group discussion
- 3 to empower students to foster their ability in leading fellow students in group discussion
- 4 to encourage students to listen respectfully and tolerantly to views not their own

In the second class, students will be divided into groups of five or six. In groups, students will discuss together what makes for an excellent discussion. They will also establish a way to contact each other outside of class (exchanging email addresses is easiest). They will also assign themselves the weeks for which they will be responsible for leading the discussion.

Responsibilities of the group leader. Once or twice during the course each student will lead the group discussion. The group leader has two responsibilities:

- 1 During the group discussion, the group leader's responsibility is to guide the discussion and keep things on track. The group leader should not prepare a mini-lecture. The leader may choose to use some of the questions prepared in advance
- 2 After the discussion, the leader will assign a participation grade for each student and submit the grade to the teacher (grade from one to four, with four being highest). Base the grade on the following criteria:
 - If a student's comments during the discussion reflected an informed reading of assigned material, allocate a higher grade
 - If the student has contributed their fair share (not too much, not too little), allocate a higher grade
 - If a student has dominated discussion in inappropriate ways, reduce their grade
 - If a student has not contributed or contributed only minimally, assign a low grade
 - If a student has contributed but their contributions were not informed by a careful reading of the material, assign a low grade
 - *Most importantly, has the discussion led to a better understanding of the textbook and to a critical interaction with it?*
 - All grades are confidential (leaders may give fraction grades: e.g., 2.7)

Responsibilities of the student as group participant. Students should come each week having read the assigned materials carefully and reflectively. Since the group leader may use some of the questions distributed in advance, it may be wise to think about those questions. In addition, students should come with their own questions and comments based on the readings.

Responsibilities of the professor. The professor will provide discussion questions, which group leaders may supplement.

Philippians Exegetical Study (25%)

Students will prepare a six-seven page exegetical study on the overall content and structure of Philippians. The paper will have four parts:

- 1 *Observe and Question.* Select one paragraph from the letter and list your observations and questions on that passage (see steps four and five of "Fifteen Steps")
- 2 *Argumentative Structure.* Analyze the argumentative structure of the entire letter, by paying attention to how each paragraph functions in the letter (see step nine of "Fifteen Steps"). At the end of this study summarize what you consider to be the purposes of Philippians
- 3 *Syntactical Analysis.* Select a second paragraph from the letter and do a syntactical analysis of it (see step eleven of "Fifteen Steps")
- 4 *Word Study.* Do at least two word studies of key words in the letter (see step twelve of "Fifteen Steps")

Come to class on February 2 to share your study with your group. Each member of the group will be allowed a couple minutes to share some important insights from their study.

NO SECONDARY SOURCES MAY BE USED

DUE DATE: February 2

Thematic Paper on the Kingdom of God (25%)

Students are to write a six-seven page (double-spaced) thematic paper on the concept of the Kingdom of God in the New Testament (or a portion of it). The aim of this assignment is for the student to come to an appreciation of the role that the Kingdom of God played in the ministry and mission of Jesus and Paul and how that understanding of the kingdom can transform their ministries today.

Students are to come to their own understanding of the concept of the Kingdom of God through exegeting several key passages in the New Testament that deal with the Kingdom (see handout). Students will also enter into dialogue with the views of Snyder concerning the Kingdom in his *The Community of the King* (see step thirteen of "Fifteen Steps"). Attention might be given to questions 1-7 of the handout of questions on the book.

NO OTHER SECONDARY SOURCES MAY BE USED

DUE DATE: The evening your group meets at the professor's home

Exegetical paper (30%)

Students will write an exegetical paper of seven-eight pages (double-spaced) on a passage of about a paragraph in length from anywhere in the New Testament. Guidelines for the researching and writing of the exegetical paper will be distributed in class. These guidelines should be followed closely. Secondary sources will be used for this paper.

Come to class on March 30 to share your study with your group. Each member of the group will be allowed a couple minutes to share some important insights from their study.

DUE DATE: March 30

Course Grade

The grading scale can be found on page twelve of the *Canadian Theological Seminary 2004-2005 Academic Calendar*.

Students meeting satisfactorily the course requirements will attain a B range grade for the course. To achieve an A range grade, students must exceed qualitatively (as opposed to quantitatively) the course expectations.

To achieve an A range grade, the thematic and exegetical papers must be informed by a careful application of parts of the course textbooks, *The Craft of Research* and *A Manual for Writers of Term Papers, Theses and Dissertations*. In addition, all your written reports (where applicable) must show progress towards excellence in the following four areas:

- 1 Demonstrate critical and independent thinking and research
- 2 Show that you can identify and solve significant problems relating to your topic or passage of Scripture
- 3 Display aptitude in summarizing and critiquing secondary sources
- 4 Communicate the results of your research effectively in written form. The *Craft of Research* will be indispensable here

The course grade will consist of the following four components:

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| Discussion Groups | 20% |
| Philippians Book Report | 25% |
| Thematic Paper on the Kingdom of God | 25% |
| Exegetical paper | 30% |

Important Notes

- *Craft of Research Seminar*. Friday January 14 from 11:15 AM - 2:15 PM (lunch break at 12:30) in Room 809. This seminar, though not required, will be useful for researching, writing, and revising the exegetical paper later in the course. Attendance will be taken at the seminar and bonus points factored into the student's grade. Bring your copy of the book and a hi-liter to the seminar
- Submit all written work with your mailbox number in large font at the top center of the title page. *Papers will returned only to student mailboxes*
- Last day to enter course without permission and/or voluntarily withdraw from course without financial penalty: January 14
- Last day to voluntarily withdraw from course or change to audit without academic penalty: March 11
- *Policy on extensions*. Requests for a course extension must be submitted to the Registrar's Office by Wednesday April 20. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control." All written assignments turned in after Wednesday April 20 must be submitted to the switchboard on the sixth floor. The professor will not accept any written work after April 13 (4 PM) without approval from the Registrar's Office
- *Plagiarism and Academic Dishonesty Policy*. The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean

Course Schedule

| Week | | |
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| 1 | Jan 5 | Introduction to Course and Textual Criticism |
| 2 | Jan 12 | Gospel of Matthew |
| 3 | Jan 19 | Gospel of Mark Group #1: <i>Introduction to Biblical Interpretation</i> , chaps. 1-2 |
| | Jan 26 | NO CLASS – Community Day |
| 4 | Feb 2 | Gospel of Luke Groups #2: <i>Introduction to Biblical Interpretation</i> , chaps. 3-4 Philippians book report due |
| 5 | Feb 9 | Gospel of John Groups #3: <i>Introduction to Biblical Interpretation</i> , chap. 5 |
| | Feb 16 | NO CLASS – Reading Week |
| 6 | Feb 23 | Book of Acts Group #4: <i>Introduction to Biblical Interpretation</i> , chap. 6 |
| 7 | March 2 | Romans and Galatians |
| 8 | March 9 | 1-2 Corinthians |
| 9 | March 16 | Ephesians, Philippians, Colossians, Philemon Group #5: <i>Introduction to Biblical Interpretation</i> , chap. 7 |
| 10 | March 23 | 1-2 Timothy, Titus Group #6: <i>Introduction to Biblical Interpretation</i> , chap. 10 |
| 11 | March 30 | Hebrews, James, 1-2 Peter, 1-3 John, Jude Group #7: <i>Introduction to Biblical Interpretation</i> , chap. 11 Exegetical paper due |
| 12 | April 6 | LAST CLASS: The Book of Revelation Group #8: <i>Introduction to Biblical Interpretation</i> , chap. 12 |
| 13 | April 13 | Class rescheduled at Professor's home in early March Group #9: <i>Community of the King</i> , chaps. 1-5 Group #10: <i>Community of the King</i> , chaps. 6-11 |