



# Syllabus

## Welcome to BYU Online!

This course is a highly structured learning experience that meets the university's general education requirements and will mirror the intensity of the on-campus course. This course differs from on-campus courses and other online courses in the following ways:

- **Course Content** – Aside from your textbook, all of the course content is contained online. You will also submit all your assignments and complete all your course quizzes online.
- **Course Completion** – You are allowed to complete this course at your own pace. The only restrictions are you cannot complete the course before halfway through the semester and you must complete the course by the end of the semester.
- **Orientation Meeting** – You are required to attend an initial class meeting, **2PM, September 2nd, in 103 JSB**. At this meeting, you will meet your instructor, course TAs and other members of the class. You will also have the opportunity to ask any questions you have about the class and how it operates.
  - Please watch/listen to the orientation recording here:
  - <http://byuconed.adobeconnect.com/p1t9xc7atit/>  
(<http://byuconed.adobeconnect.com/p1t9xc7atit/>)
  - <http://byuconed.adobeconnect.com/p54dhxqzbo/>  
(<http://byuconed.adobeconnect.com/p54dhxqzbo/>) (last semester's recording)

- **Course TA** – This course has a specific TA that you can contact with questions about the course or course content. The TA will also assist you in creating a course completion schedule and meet with you for the course checkpoints.
- **Checkpoints** – Throughout the course you will be required to meet with the course TA 3 times. These meetings will take place in Adobe Connect. These checkpoints will allow you to discuss your progress in the course and help you follow your course completion plan.
- **Webinars** – A webinar is a scheduled class session that you will attend through Adobe Connect. These webinars will allow for information sharing, special lectures, guest lectures and exam reviews. You will be able to interact with your instructor and other members of the class. You will be contacted if one will be held.
- **Discussion Board** – This course contains a monitored course discussion board. This discussion board will allow you to post, respond to and evaluate various topics related to the course material.

We will be asking you to help assess the success and effectiveness of this course, the faculty member, the course delivery and the course support. Your participation in this assessment effort will be critical to future opportunities for online learning at BYU. Please be prepared to provide meaningful feedback about your experience.

## Course TA Information

Your TA for this course is **Lynn Mulkern**. Please contact your TA if you have any questions or run into difficulties with the course.

- Lynn Mulkern
- [ta\\_rela212@byu.edu](mailto:ta_rela212@byu.edu)

Click here to watch video.

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Remember, your TA is your first line of contact, and will be able to help you with most issues that come up. She is looking forward to getting to know you!

## Course Outcomes

The purpose of this course is to help students become thoroughly acquainted with Acts through Revelation doctrinally, spiritually, and academically. This course will be administered at a university level, which will be reflected in your exams and in assignments. You will be responsible for your own progress. The learning outcomes (<http://saas.byu.edu/catalog/2013-2014ucat/departments/RelA/RelACourses.php>) (what you should expect out of this course) of this course are (1) to help you understand the second half of the New Testament in its historical, contextual setting and how the challenges of the last part of the first century shaped what the apostles and prophets wrote about and taught, (2) to expand your knowledge of the history of the book of Acts until and through the book of Revelation, (3) to strengthen your testimony of the Savior Jesus Christ and his apostles, and (4) to turn your attention to the study resources provided by Latter-day Saint prophets and apostles. Please note that this is not a course on what commentators or religious leaders have taught concerning Acts through Revelation, including both scholars in general and restoration prophets and apostles. Instead the course will remain focused on the writings of the New Testament authors. In other words, this is a course about the text of the New Testament.

## Course Materials

## **Required textbooks:**

Holzapfel, Richard N. and Wayment, Thomas A. 2010. *The Life and Teachings of the New Testament Apostles: From the Day of Pentecost to the Apocalypse*. Salt Lake City: Deseret Book.

Jackson, Kent P. 2011. *The King James Bible and the Restoration*. Salt Lake City: Deseret Book.

Millet, Robert L. 1987. *Studies in Scripture, 6: Acts through Revelation*. Ed. Salt Lake City: Deseret Book, Print. 1-11.

Smith, Joseph Fielding. 1999. *Doctrines of Salvation. Complete Three-Volume Work [3-1]. Sermons & Writings of Joseph Fielding Smith*. Salt Lake City: Bookcraft.

The 35th Annual BYU Sperry Symposium. 2006. *How the New Testament Came to Be*. Provo: Brigham Young University.

## **Articles we'll read from these textbooks (available on [byuonline.brainhoney.com](http://byuonline.brainhoney.com)):**

Blumell, Lincoln. 2006. "Scribes and Ancient Letters: Implications for the Pauline Epistles," in *How the New Testament Came to Be*, ed. Kent P. Jackson and Frank F. Judd, Jr. Salt Lake City: Deseret Book and Provo: RSC, 208–226.

Blumell, Lincoln H. and David M. Whitchurch. 2011. "The Coming Forth of the King James Bible," in Kent P. Jackson ed., *The King James Bible and the Restoration* Salt Lake City: Deseret Book and Provo: Religious Studies Center, 43–60.

Griffin, Carl W. and Frank F. Judd Jr. 2006. "Principles of New Testament Textual Criticism," in Kent P. Jackson and Frank F. Judd Jr. eds, *How the New Testament Came to Be*. Salt Lake City: Deseret Book, 78–92.

Holzapfel, Richard Neitzel. 2010. "From Temple and Synagogue to House-Church," in *The Life and Teachings of the New Testament Apostles*, ed. Richard Neitzel Holzapfel and Thomas A. Wayment. Salt Lake City: Deseret Book, 117–133.

Huntsman, Eric. 2006. "The Occasional Nature, Composition, and Structure of Paul's Letters," in *How the New Testament Came to Be*, ed. Kent P. Jackson and Frank F. Judd, Jr. Salt Lake City: Deseret Book and Provo: RSC, 190–207.

Jackson, Kent P. 2011 “The English Bible: A Very Short History,” in Kent P. Jackson ed. *The King James Bible and the Restoration*. Salt Lake City: Deseret Book and Provo: Religious Studies Center, 11–24.

Smith, Joseph Fielding. 1954. *Doctrines of Salvation*. Salt Lake City: Bookcraft, 1: 76–77.

### **Non-Required Additional Resources:**

Olitzky, Kerry M. and Kravitz, Leonard S. 1993 *Pirke Avot: A Modern Commentary on Jewish Ethics (Modern Commentary On)*, Mishnah, Pirke ‘Abot 4.7.

At the end of each lesson there will be a list of additional resources that you may consult to either confirm or broaden the ideas and principles taught in the lesson. I have attempted to limit these to relevant resources with a particular emphasis on works that have shaped the history of the discussion. A full list is also available at the end of the syllabus.

## **Recommended Course Schedule**

If you would like to keep things evenly spaced throughout the semester, as they would be in a traditional class, you should follow this schedule as closely as possible. You can complete the course at your own pace, but it cannot be completed before Oct 20th.

August 31- September 4	Checkpoint 1, Orientation, <b>2PM, September 2nd, in 103 JSB</b>
September 7–11	History of the Bible: Reading the King James Version
September 14–18	Acts 1–10; The Beginning of the Church and Paul’s Conversion
September 18	<b>Quiz 1 due</b>
September 21--25	1–2 Thessalonians; The Earliest Letters of Paul
September 28– October 2	Christianity in Conflict: Galatians and 1 Corinthians
October 5--9	2 Corinthians, Philippians
October 9	<b>Scripture Study Assignment due</b>
October 12–16	Acts 11–20

October 19–23	Checkpoint 2: Progress Review
October 26–30	<b>Midcourse Exam</b>
November 2–6	Romans
November 9–13	Acts 21–28, Ephesians, Colossians
November 13	<b>Last day to turn in Midcourse Exam</b>
November 16–20	1–2 Timothy, Titus
November 23–27	Hebrews, James
November 30– December 4	1–2 Peter, 1–3 John, Jude
December 7–10	Revelation, Checkpoint 3: Wrap up
December 11	University Reading Day
December 14–18	<b>Final Exam</b>

## Assignments

### Lesson Quizzes

Each lesson includes a short quiz section that applies to the materials of the lesson and assesses mastery of the lesson objectives. Each quiz contains questions that ask for factual recall of lesson materials and application of principles learned.

### Scripture Study Assignment

The scripture study assignment is intended to teach you how to search your scriptures in ways that may be unfamiliar to you. When completing the assignment you will be able to use your scriptures and any resources available via lds.org. When you complete your assignment you should note that providing a scripture reference where you found the answer is as important as providing the correct answer. You will receive half credit for an answer because the scripture source for that answer is either incorrect or missing in your answer. All of the answers to the questions on the study exam are found in the standard works. The purpose of this assignment is to turn your attention to the wealth of resources provided about the recent printing of the LDS scriptures (see Learning Outcomes). **You will find this assignment in the Lesson 3 folder.**

## Exams

Exams can be completed any time before the deadline. They will be given at the MORC on campus unless you cannot attend because you are on an internship or otherwise out of state. If you have an extenuating circumstance that will prevent you from taking your test in the MORC, please contact your TA well before the deadline.

### **Midcourse Exam**

There are 35 questions total for the Midcourse exam; including multiple-choice responses, matching, and essay questions. There is no time limit, but the exam should not take more than 2 hours. The midterm must be completed by the 13th of March. The exam is open book and notes.

### **Final Exam**

There are 31 questions total for the Final exam; 28 multiple-choice responses and 3 essay questions, and comprehensive. There is no time limit, but the exam should not take more than 2 hours. The final must be completed by the last day of finals, April 22nd. The exam is open book and notes.

**Note:** you must complete **all** course assignments before the start of Reading Days. You also must turn in **all** your assignments before you request the final exam.

## **Grading**

### **Quizzes**

One computer-graded quiz for each of the 12 lessons (10 questions in each lesson at 1 point each=120 points).

### **Scripture Study Assignment**

(120 points). This assignment will be graded by the professor and will assess the student's ability to use print and electronic resources for searching the scriptures.

### **Midcourse Exam**

(120 points). This test will be computer-graded (35 questions).

### **Final Exam**

(120 points). Comprehensive computer-graded (31 questions).

### **Grading**

Grades will be determined on the point system. The grading scale is as follows:

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Quizzes	120	25%
Scripture Study Assignment	120	25%
Midcourse Exam	120	25%
Final Exam	120	25%
<b>TOTAL POINTS</b>	<b>480</b>	

<b>Percentage to Letter Grade</b>	
A	95–100
A-	90–94
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D+	67–69
D	64–66
D-	62–63
E	below 62

**Note:** you must complete **all** course assignments before the start of Reading Days. You also must turn in **all** your assignments before you request the final exam.

### **Non-Required Additional Resources (Cont.):**

#### **Lesson 1**

- Bruce M. Metzger, *The Canon of the New Testament: Its Origin, Development, and Significance* (Oxford: Clarendon Press, 1997).  
This book is widely considered to be the foundational study of the history of the canonization of our New Testament.
- Kent P. Jackson, *The King James Bible and the Restoration* (Salt Lake City and Provo: Deseret Book and Religious Studies Center, 2011).



This collection of essays was created as part of the celebration of the 400th anniversary of the printing of the King James Version of the Bible. It offers an LDS perspective on the history and coming forth of the King James Version.

- Kent P. Jackson and Frank F. Judd Jr., *How the New Testament Came to Be* (Salt Lake City: Deseret Book, 2006).

This volume offers excellent introductory essays into the history of the New Testament. The articles are written for non-specialists.

- Bruce M. Metzger, *The Bible in Translation: Ancient and English Versions* (Grand Rapids: Baker, 2001).

This short book helps the reader navigate through the bewildering array of modern translations and helps one weigh the pros and cons of modern translations.

## Lesson 2

- Richard Neitzel Holzapfel, Eric D. Huntsman, and Thomas A. Wayment, *Jesus Christ and the World of the New Testament* (Salt Lake City: Deseret Book, 2006).

This volume represents a single-volume introduction to the historical world in which the New Testament originated. It contains numerous photographs of New Testament related sites.

- Richard Lloyd Anderson, *Understanding Paul* (4th edition; Salt Lake City: Deseret Book, 1983).

This is the most widely read Latter-day Saint introduction to Paul and his epistles. It presents a comprehensive study of his life. Some discussions are abbreviated in order to cover such a wide range of topics.

- Sidney B. Sperry, *Paul's Life and Letters* (Salt Lake City: Bookcraft, 1956). Although now very dated, this volume is still readily available today and has been recently reprinted in a paperback edition.

- Paul Y. Hoskisson ed., *Apostle Paul: His Life and His Testimony*, 1994 Sperry Symposium on the New Testament (Salt Lake City: Deseret Book, 1994).

This collection of essays introduces the reader to some of the fundamental questions being asked by Latter-day Saint scholars today.

- Thomas A. Wayment, *From Persecutor to Apostle: A Biography of Paul* (Salt Lake City: Deseret Book, 2006).

This volume offers an intellectual history of the Apostle Paul from a Latter-day Saint perspective.

## Lesson 3

- Jerome Murphy O'Connor, *Paul the Letter-Writer: His World, His Options,*

*His Skills* (Collegeville, MN: Liturgical Press, 1995).

This is an excellent introduction to Paul the letter writer. It offers a glimpse into the first-century world in which Paul found himself.

- Jo Ann Seely, “Hope for the ‘Children of Light’ as the Darkness Descends,” in *Studies in Scripture: Vol. 6 Acts–Revelation*, ed. Robert Millet (Salt Lake City: Deseret Book, 1987), 146–64.

This chapter provides a nice survey of 1–2 Thessalonians for the general reader. Some scholarly issues associated with the letters are discussed.

#### **Lesson 4**

- D. R. Seely, “Paul’s Epistles to the Corinthians: ‘Is Christ Divided?’ Unity of the Saints Through Charity–The Pure Love of Christ,” in *Studies in Scripture, Volume Six: The New Testament: Acts–Revelation*. ed. Robert L. Millet and Kent P. Jackson (Salt Lake City: Deseret Book, 1987), 57–82.

This essay provides a good Latter-day Saint introduction to 1–2 Corinthians that is very accessible to the beginning student of the New Testament.

- M. S. Nyman, “The Stumbling Blocks of First Corinthians (<http://maxwellinstitute.byu.edu/publications/transcripts/?id=117>),” in *The New Testament and the Latter-day Saints* (Orem, UT: Randall Book, 1987), 249–62 reprinted through the Neal A. Maxwell Center.

This is a helpful overview of the problems facing the saints of Corinth, although its findings are somewhat dated today.

- G. Horton, “Concern, Correction, and Counsel for Converts,” in *Studies in Scripture, Volume Six: The New Testament: Acts–Revelation*. ed. Robert L. Millet and Kent P. Jackson (Salt Lake City: Deseret Book, 1987), 83–106. This essay offers a brief introduction to the background of Paul’s letters to the Galatians.

#### **Lesson 7**

- Robert L Millet, “The Just Shall Live by Faith,” in *Studies in Scripture, vol. 6 Acts through Revelation*, ed. Robert L. Millet (Salt Lake City: Deseret Book, 1987), 45–56.

This is a general approach to Romans that focuses on identifying positive themes and encouraging doctrines in the epistle. It will not answer some of the hard questions arising out of a personal reading of Romans, but it will offer a good appraisal of the impact and importance of Romans.

#### **Lesson 8**

- Thomas A. Wayment, “Internal Divisions: Ephesians in Historical Context,” *Shedding Light on the New Testament: Acts–Revelation*, ed. Ray

L. Huntington, Frank F. Judd Jr., and David M. Whitchurch (Provo, UT: Religious Studies Center, Brigham Young University, 2009), 153–70.

This article seeks to outline the conflict between the two factions in Ephesians: the so-called enlightened and the unenlightened. The article is quite specific and does not treat the general issues of Ephesians, but rather singles out one issue.

- Grant Underwood, “The ‘Same’ Organization that Existed in the Primitive Church,” in *Go Ye Into All the World: Messages of the New Testament Apostles*, ed. Ray Huntington, Jerome Perkins and Thomas A. Wayment (Salt Lake City: Deseret Book, 2002), 167–186.

This article offers a solid discussion of the issue of what the “same” organization mentioned in Article of Faith 13 might mean in light of the fact that the organization of the priesthood in this dispensation has changed considerably over time.

## Lesson 11

- Monte S. Nyman, “The Sublime Epistles of Peter,” in *Studies in Scripture: Volume 6 Acts to Revelation* (Salt Lake City: Deseret Book, 1987), 225–235 and Thomas W. Mackay, “The Epistles of John,” in *Studies in Scripture: Volume 6 Acts to Revelation* (Salt Lake City: Deseret Book, 1987), 236–243.

Both of these studies are quite general and are intended for the beginning student. They survey the broad themes of the Catholic Epistles.

Unfortunately very little has been written by LDS authors on these subjects.

## Lesson 12

- Richard D. Draper, *Opening the Seven Seals* (Deseret Book, 1991).  
This introduction to the book of Revelation is perhaps the most complete LDS study to exist. It approaches the book from a linear interpretation and offers substantial interpretation of the symbols of the book. Although it is now quite dated, it is still considered a standard in regard to the interpretation of Revelation.
- Donald Parry and Jay Parry, *Understanding the Book of Revelation* (Deseret Book, 1998).  
This book is very simple in its approach and scope and offers a very general introduction to Revelation to those readers who feel daunted in approaching the symbols and metaphors of Revelation.
- Richard D. Draper, “Understanding Images and Symbols in the Book of Revelation (<http://rsc.byu.edu/archived/shedding-light-new-testament/13-understanding-images-and-symbols-book-revelation>),” *Shedding Light on the New Testament: Acts–Revelation*, ed. Ray L. Huntington, Frank F. Judd

Jr., and David M. Whitchurch (Provo, UT: Religious Studies Center, Brigham Young University, 2009), 271–89. This interesting article updates some of Richard Draper’s earlier ideas from his book *Opening the Seven Seals*.

## **UNIVERSITY-WIDE REQUIRED BEHAVIOR BYU**

Honor Code In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422- 2847 if you have questions about those standards.

### **Academic Honesty Policy**

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that “character is the highest aim of education” (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct. If misconduct occurs, appropriate actions will be taken.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### **Preventing Sexual Discrimination and Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

### **Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422- 5895, D-285 ASB.