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Winter	
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BSTH 102(3): New Testament Scripture

Instructor:	Dr. Benjamin Reynolds
Class Days:	Monday and Wednesday
Class Hours:	2:15-3:45pm
Website:	Classes.tyndale.ca
Email:	breynolds@tyndale.ca
Office Hours:	10am-11am M/W
Classroom:	<i>Please refer to registrar's list available before the semester begins.</i>

I. COURSE INFORMATION

COURSE DESCRIPTION

Survey of the redemptive story in the literature of the New Testament, including an orientation to the historical backgrounds, religious context, literary forms, matters of canon, text and interpretation, and critical issues.

LEARNING OUTCOMES

At the end of this course, students will be able to:

- Explain God's redemptive story in the New Testament especially as a continuation of God's redemptive activity with his people in the Old Testament.
- Discuss the world and ideas of Second Temple Judaism and the Greco-Roman world.
- Describe the major events and people of the New Testament in chronological order and in relation to the context of Second Temple Judaism.
- Discuss the major themes, characters, and content of the books of the New Testament.
- Recognize the various genres of literature in the New Testament.
- Write a research paper on a significant question or theme in the New Testament.

REQUIRED TEXTS & MATERIALS

[Reading is an important part of learning.]

BOOKS should be purchased in advance of the course. ***Plan to order your books 2-3 weeks in advance.***

- A **print** Bible (i.e., not digital; i.e., not your phone or tablet). The ESV, NASB, NIV, or NRSV (in alphabetical order) are recommended translations.
 - I will primarily use the ESV and NIV in class.
 - Having cross references will be helpful.

- Please avoid study Bibles for this course. Study Bibles contain helpful material, but this course is about learning where the information in study Bibles comes from.
- Casson, Leslie E. *A Writer's Handbook: Developing Writing Skills for University Students*, 4th ed. Peterborough, ON: Broadview Press, 2018. [Writing advice and help...not only for this course.]
- Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. 2nd ed. Grand Rapids: Baker Academic, 2018.
<https://tyndale.on.worldcat.org/oclc/1032722236> [Our main textbook].

SUPPLEMENTARY TEXTS

- Fee, Gordon D., and Douglas Stuart. *How to Read the Bible Book by Book: A Guided Tour*. Grand Rapids: Zondervan, 2002. (Highly recommended book that you will find useful for the rest of your BSTH courses and others).
- Online resources for our New Testament textbook: Powell, *Introducing the New Testament* – www.IntroducingNT.com

COURSE OUTLINE

KEY: Powell = Powell, <i>Introducing the New Testament</i> ; biblical texts = NT books listed for the week lectures and readings; Casson = Casson, <i>A Writer's Handbook</i> . *Readings should be completed before class on the day assigned. *Beginning with Powell chapter 6 you will be expected to read the biblical texts along with the Powell reading. Doing so will provide you with the best educational experience.				
Week	Date:	Lecture:	Assigned Readings:	Evaluation:
1	Sept 11	Introduction to the course; What is the NT? & The Biblical Story and the NT	Powell: Preface; Casson, ch. 1 (5pp)	Syllabus Quiz: Friday, Sept 15, noon (opens Sept 14 at noon)
	Sept 13	NT Contexts: Second Temple Judaism	Powell, ch. 2; Casson, ch. 2 (11pp)	
2	Sept 18	NT Contexts: Roman world	Powell, ch. 1	
	Sept 20	NT Writings & Canon; Studying Jesus	Powell, ch. 3-4	Quiz 1 (Due Friday noon; opens Thursday noon)
3	Sept 25	The Gospels & Essay Plan comments	Powell, ch 5; Casson, ch 3 (11pp)	
	Sept 27	Matthew	Powell, ch. 6*; and the Gospels of Matthew	
4	Oct 2	Mark	Powell, ch. 7; Mark; Casson, ch. 4	
	Oct 4	Luke	Powell, ch. 8; Luke	Essay Plan (Due Oct 5)
	Oct 9 & 11	READING WEEK	Casson, ch. 6 and reading catch up	

5	Oct 16	John	Powell, ch. 9; John; Casson, ch 7	
	Oct 18	Acts	Powell, ch. 10; Acts	
6	Oct 23	NT Letters; Paul	Powell, ch. 11-12	
	Oct 25	Galatians; 1&2 Thessalonians	Powell, ch. 16, 20-21; Galatians; 1&2 Thessalonians	Quiz 2 (Due Friday noon; opens Thursday noon)
7	Oct 30	Romans Research Essay comments and Questions	Powell, ch 13; Rom	
	Nov 1	1 Corinthians	Powell, ch. 14; 1 Cor	
8	Nov 6	2 Corinthians	Powell, ch. 15; 2 Cor.	
	Nov 8	In-Class Research Essay Writing		In Class Research Essay Writing (Nov 8)
9	Nov 13	Colossians; Philemon	Powell, chs. 19, 23; Col.; Phm	
	Nov 15	Ephesians; Philippians	Powell, ch. 17, 18; biblical texts	
10	Nov 20	1&2 Timothy; Titus (online)	Powell, ch. 22; biblical texts	
	Nov 22	Hebrews	Powell, ch. 24; Heb.	Research Essay (Due Nov 23) Quiz 3 (Due Friday noon; opens Thursday noon)
11	Nov 27	James & 1 Peter	Powell, chs. 25, 26; biblical texts	
	Nov 29	2 Peter; Jude; 1-3 John	Powell, ch. 27-29; biblical texts	
12	Dec 4	Revelation	Powell, ch. 30; Rev	
	Dec 6	The Whole Story; Exam Review		
Final Exams: Dec 8-16			Final Exam set by Registrar	
<i>*Beginning with chapters 6&7, the required reading will include the text of the New Testament. Please read the biblical text along with the textbook reading. Doing so will provide you with the best educational experience. You may also listen to the biblical texts.</i>				

EVALUATION & ASSIGNMENTS

Assignments & Evaluation	Due Date	Percentage of Final Grade
Syllabus Quiz	Friday noon of the first week	3 %
Quizzes	Friday noon of the weeks listed	12 %

Essay Plan	Oct 5, 11pm	15 %
In-Class Research Essay Writing	Nov 8	25 %
Research Essay	Nov 23, 11pm	20 %
Final Exam	Exam Week	25 %
TOTAL		100 %

1. **Class Participation *and Attendance*: Attendance, Participation, and completing readings and assignments are extremely important parts of taking a course and learning.**
 - a. Participation includes attending class and engaging in class lectures and discussion.
 - b. Course readings should be completed before class on the day assigned.
 - c. Attendance will be used to assess marks between letter grades (A-/B+; C-/D+; etc.)
 - d. See Tyndale University's attendance policy below and in the [Academic Calendar](#). See also the Syllabus Appendix on the course page.
2. **Syllabus Quiz (3%): Must be completed by Friday at noon of Week 1. Quiz opens 24 hours before due date.**
 - a. This multiple choice quiz will assess your knowledge of this syllabus.
 - b. The quiz window will open Thursday noon and close Friday at noon.
 - c. Once you begin the quiz, you will only have 15 minutes to complete the quiz.
 - d. You will be able to answer one question at a time, and you will not be able to go back to an earlier question.
 - e. You should read and be familiar with this syllabus before you begin the quiz.
 - f. You can expect 10-15 questions.
3. **Quizzes (12%: 3 at 4% each): Due on Fridays at noon (12:00pm) of the week assigned. Quizzes open on Thursdays at noon.**
 - a. Since the nature of an introductory course requires the learning of multiple details, dates, facts, and people, this assignment is designed to help you pay attention to these details and to learn them.
 - b. To prepare, complete the assigned readings listed and review class notes before the quiz.
 - c. Quizzes will typically include 10-15 multiple choice questions about the assigned textbook and NT reading since the last quiz.
 - d. Timing: Reading quizzes will be available on the course page for the 24 hour window from Thursday at 12:00pm (noon) to Friday at 12:00pm (noon) on the weeks that quizzes are assigned.
 1. You will be able to answer one question at a time, and you will not be able to go back to an earlier question.
 2. Students will have no more than 15 minutes to complete the quiz once it has been begun. Any late or incomplete quizzes will count as a zero.
 - e. Quizzes will be open-book/open-notes, but given the timing, students will need to complete the reading beforehand.
 - f. Quizzes must be completed by the student alone (no help from friends or group quizzing).
 - g. Passing along questions to fellow students is cheating.
 - h. Quizzes and other forms of evaluation are for your learning.
 - i. Read the New Testament and the textbook so that you can learn about the New Testament.
4. **Essay Plan (15%): Plan on the Essay Plan taking you at least 5 hours to complete well.**
 - a. Each student will prepare an **essay plan** for the **research essay** in preparation for the **Research Essay** (see #5 and 6 below).

1. **Please be aware that the Research Essay is a university academic research paper.** The essay should explain the topic in the context of the New Testament and its world; *it should **not** apply the passage or topic to our lives.* We must first know what a passage says and means before any application of that meaning can be made. We are working on the first step in these assignments and this course.
- b. **The Essay Plan will include:** Your topic, a question or problem you plan to answer regarding your topic (research question), a list of the relevant NT passages that help answer your question and topic, your provisional answer to your question (thesis), a tentative outline of how you plan to answer the question and support your answer, and an annotated bibliography of secondary sources *that you have read* that address your question and answer.
- c. **Use the Essay Plan Form found on the course website** to document the beginning of your research and the shaping of your answer/thesis and supporting points.
- d. **Read and follow the guidelines** in chapters 1 and 2 in Casson, *A Writer's Handbook*, which is one of your assigned texts for this course.
- e. **Choose a topic from the list below in #4.k.**
- f. **Read and re-read the relevant Bible passages for your topic.** For example, if you are writing on a theme in James, read James and pay special attention to the sections where James discusses the theme you are researching.
- g. **Ask a question related to your topic and formulate an answer to your research question,** after reading the Bible passages and the secondary literature.
- h. **Provisional Essay Outline** (approx. 250 words): Include *at least* three supporting arguments for the answer to your question (your provisional thesis statement). Make sure each argument has its own set of supporting points.
- i. **Annotated Bibliography:** Find, read, and annotate a minimum of 4–5 secondary sources and other primary sources related to your topic.
 1. Finding and reading
 - a. Make good choices regarding sources and do not use the internet or the library search feature merely to find keywords in titles. What is between the covers of the book matter most.
 - b. Find sources using the “[Recommended Sources](#)” document and the Tyndale Library search.
 - c. Include **4-5 secondary sources** in your annotated bibliography. (You should review more than 4-5, since not all sources you review will be relevant.)
 - i. Secondary sources do not include the Bible, Apocrypha, and/or Dead Sea Scrolls, etc., which are primary sources and are assumed reading.
 - d. I recommend, depending on your topic, using 1-2 articles from a relevant IVP Bible Dictionary (see “[Recommended Sources](#)”), 2-3 commentaries, and any books or peer-reviewed articles specifically on your topic. Having more sources is usually better. I suggest that you:
 - i. Read the IVP Dictionary article on your book and your topic.
 - ii. Read three commentaries from the recommended sources on each of your Bible passages.
 - iii. *You are writing an academic research paper and not a sermon or Bible study notes.*
 - iv. Use sources that discuss your topic and answer your research question! The “**Recommended sources**” document, the course bibliography, the bibliographies of related articles in [Intervarsity Press Dictionaries of the](#)

[Bible](#), and the chapter bibliographies of our textbook are excellent places to locate good academic sources.

e. **Purely web-based resources such as blogs or online postings or YouTube videos or Bible study guides do not count as academic sources.** Use the **resources** recommended to you. Searching on Google does not cut it.

f. You may find it helpful to contact one of the [research librarians](#) to discuss where and how to find sources relevant to your topic and thesis.

2. *Annotated bibliography* (approx. 100–150 words **per source**)

a. **Annotate:** Describe what *each source says about your specific topic, research question, and preliminary answer.*

b. See the Citation Guidelines handout on the course. Use Chicago Manual of Style for the bibliography. See Citation Guidelines and Casson, *A Writer's Handbook*, 116-26.

j. Meeting with the [Tyndale Writing Centre](#) is also helpful.

k. Essay topics (if you have another idea, contact the professor):

1. John the Baptist in one of the Gospels
2. Gentiles in Matthew
3. Mark's Jesus who is action-oriented
4. The Transfiguration in Mark and the Old Testament
5. The portrayal of centurions in Mark, Matthew, or Luke
6. Explain how one of these theme functions in the Gospel of Luke:
 - a. Temple
 - b. Prayer
 - c. Women
 - d. Gentiles
7. Jesus as sent from God in John's Gospel
8. The death of Jesus in the Gospel of John
9. Paul's reasons for the writing of Romans. Support your answer with an explanation from the text of Romans.
10. The historical occasion of Galatians and Paul's purpose in writing the letter. Support your answer by analysing Paul's argument in Galatians.
11. Historical understanding of Corinth and its contribution to our understanding of 1 Corinthians. Choose one or more passages as an example.
12. Choose a key theme from Ephesians, Philippians, **or** Colossians and explain its significance for Paul and the audience to which he was writing. For example:
 - a. joy in Philippians;
 - b. Paul's contentment in Philippians
 - c. revelation of mysteries in Colossians;
 - d. the household codes in Colossians **or** Ephesians;
 - e. the people of God in Ephesians;
 - f. See the textbook for further suggestions of themes
13. Paul's concerns in 1 Thessalonians and how he addresses them to the Thessalonians
14. Hebrews unique presentation of Jesus and/or the epistles' emphasis and message
15. The rich and poor in James
16. Evidence of Jesus's teaching in James
17. 1 Peter: written to a Jewish, Gentile, or other audience?
18. 1 Peter's portrayal of Jesus as an example of suffering
19. The central focus of 1 John

20. Revelation's literary type (genre) and how that aids interpretation

5. In-Class Research Essay Writing (25%)

- a. On the day assigned, you will come to class prepared to handwrite a rough draft of your essay.
- b. You will be given 1 hour and 10 minutes to write your essay.
- c. You will need to complete your research beforehand, which you will have started with your Essay Plan. You may use a Bible and your revised outline from your Essay Plan notes.
- d. Citation may be done simply in text for this assignment/exercise. For example, (Brown) or (Brown, 55).
- e. This in-class essay will then be revised for your Final Research Essay.
- f. The in-class essay will be marked on
 1. whether your question is clear,
 2. whether you answered the question well and structured your essay coherently,
 3. whether you used relevant evidence from the Bible and secondary sources to support your answer/thesis,
 4. whether you agreed with everything in your sources or whether you disagreed at least with some views, and
 5. whether your entire essay was clear and intelligible and well-written.
 6. I will also note if you took advice from the comments on your Essay Plan.
- g. ***This essay (including Essay Plan and Final Research Essay) is an introduction to and practice in preparing, researching, and writing a university research paper. Thus, academic questions, academic research, and clear, concise writing are expected. (In other words, you are not being asked to write a Bible study or a sermon.)***
- h. In preparation to write the in-class essay, I suggest that you:
 1. **Read the biblical texts relevant to your topic!** Any paper that does not indicate a close reading of the New Testament will not earn a good mark.
 2. **!!! Review the comments on your Essay Plan and revise your essay.** If you do not take into account these comments in the writing of your paper, you will lose double points!!! (Essay Plan with a B and no revisions based on the comments: C-D final mark)
 3. **Review “[How to Write a Research Paper](#)” before you begin, which can be found on the course website.**
 4. **Prepare** to write your in-class essay (You will have already done most of this if you completed your Essay Plan thoroughly and well.)
 - a. **Using your marked Essay Plan, review and revise** your essay question, answer, essay outline, and arguments in response to the comments on your Essay Plan. [You may revise your question, answer, and arguments as you research and write your paper. Good research usually means changes and adaptations.]
 - b. **Create a revised (1 page) essay outline. You may bring this to the in-class essay.**
 - c. **Review the guidelines** in chapter 2 “Planning and Outlining” in Casson, *A Writer's Handbook*, 17–27 (one of your required textbooks).
 - d. **Read and re-read the relevant Bible passages** related to your topic (i.e., the *primary* sources). For example, if you are writing on John the Baptist in Luke, read all the passages that discuss John the Baptist in Luke. **Any paper that does not indicate a close reading of the New Testament will not earn a good mark.**
 - e. **Find and read additional secondary sources** using the “**Recommended sources**” document (6-8 sources minimum for the Final Research Essay). See comments on finding and researching sources above (4.i.1).

6. **Final Research Essay (20%):** 1500-1750 words for paper (roughly 5–7 pages, 12 pt. Times New Roman, double-spaced). Follow Chicago Manual of Style (full note) for footnotes and bibliography style (See Casson on Chicago Manual of Style and “[How to Cite in Chicago Manual of Style](#)”). (See “Writing Advice” below.)
 - a. *This paper is an introduction to and practice in preparing, researching, and writing a university research paper. Thus, academic questions, academic research, and clear, concise writing are expected. (In other words, you are not being asked to write a Bible study or a sermon.)*
 - b. *You will be finalizing your in-Class essay. Plan on the Essay Plan, in-Class writing, and finalizing of the essay to take at least 20 total hours to complete well.*
 1. This means that you will use your Essay Plan and marked In-Class Essay and revise them.
 2. Add in full citation courses. Make corrections. Add in further biblical support, secondary sources. Revise the essay structure, your main points, and conclusion.
 - c. You can rewrite and reorganize your in-class essay. More detail will be expected for the Final Research Essay than was expected for the in-class essay.
 - d. Keep reading the relevant Biblical texts.
 - e. Additional secondary sources would be beneficial.
7. **Final Exam (25%):**
 - a. The final exam will be in-class at a time set by the Registrar.
 - b. The final exam is comprehensive and will cover course readings, course lectures, maps (Israel in Jesus’s day and Paul’s journeys), New Testament books and their main themes, the biblical storyline, and Jesus, Paul, the early Church, and their contexts.
 - c. The exam will include multiple choice questions like those on the quizzes, matching, and some short answer and map questions.
 - d. Important study material includes: course readings and study tools available on the course textbook website www.IntroducingNT.com.

Writing Advice

- 1) Make good choices regarding sources and do not use the internet or the library search feature merely to find keywords in titles.
 - a. You are writing an academic research paper and not a sermon or Bible study notes.
 - b. Use sources that discuss your topic and answer your research question! Start looking for sources in the course bibliography (below)!
- 2) *Turn off your devices and notifications when you research and write. Find a place where you can work without distractions. Work on your focus and critical thinking with fewer distractions. I have to make similar choices in my own research and writing.*
- 3) General Writing instructions:
 - a. Any paper that reflects poor/incomprehensible writing will receive an automatic full letter grade reduction. Any paper that does not include properly cited footnotes and bibliography in the Chicago Manual of Style will receive a 1/3 of a letter grade reduction.
 - b. Before beginning I recommend reading Casson, Leslie E. *A Writer’s Handbook: Developing Writing Skills for University Students*, 4th ed. Peterborough, ON: Broadview Press, 2018 (especially chapters 1-4).
- 4) For citation:
 - a. Make sure you are aware of what [plagiarism](#) is. See Casson, chapter 7, the Academic Calendar, and the resources in the Writing Centre.

- b. For the footnotes and bibliography, use Chicago Manual of Style (see Casson, *A Writer's Handbook*, 116–126; or the Citation Guidelines on the course website).
- 5) **It goes without saying. No AI-aided papers. You can't learn to think if you let others or machines "think" for you.**

Course Bibliography

Recommended Sources for the Research Essay

1. See the list of **"Recommend Sources" found on the course website.**
2. Intersociety Press Dictionaries of the Bible, various editors.
 - a. Evans, Craig A, Stanley E Porter, and Ginny Evans, eds. *Dictionary of New Testament Background*. IVP Bible Dictionary Series 5. Downers Grove: InterVarsity Press, 2000.
<https://tyndale.on.worldcat.org/oclc/655850114>
 - b. Green, Joel B, Jeannine K Brown, and Nicholas Perrin, eds. *Dictionary of Jesus and the Gospels*. 2nd ed. IVP Bible Dictionary Series 6. Downers Grove: InterVarsity Press, 2013.
<https://tyndale.on.worldcat.org/oclc/857878991>
 - c. Hawthorne, Gerald F, Ralph P Martin, and Daniel G Reid, eds. *Dictionary of Paul and His Letters*. IVP Bible Dictionary Series 7. Downers Grove: InterVarsity Press, 1993.
<https://tyndale.on.worldcat.org/oclc/654809762>
 - d. Martin, Ralph P, and Peter H. Davids. *Dictionary of the Later New Testament & Its Developments*. IVP Bible Dictionary Series 8. Downers Grove: InterVarsity Press, 1997.
<https://tyndale.on.worldcat.org/oclc/37437668>
3. Freedman, David Noel, ed. *The Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.
<https://tyndale.on.worldcat.org/oclc/23145434>.
4. Gurtner, Daniel M., and Loren T. Stuckenbruck, eds. *T&T Clark Encyclopedia of Second Temple Judaism*. 2 vols. London: T&T Clark, 2020. <https://tyndale.on.worldcat.org/oclc/1129184614>.
5. Green, Joel B., and Lee Martin McDonald, eds. *The World of the New Testament: Cultural, Social, and Historical Contexts*. Grand Rapids, MI: Baker Academic, 2013.
<https://tyndale.on.worldcat.org/oclc/854585782>.
6. Recommended **Commentary series (Find on Tyndale Library website)**: Word Biblical Commentaries, New International Commentary on the Old Testament, New International Commentary on the New Testament, Anchor Bible commentaries, Sacra Pagina, Pillar, Baker Exegetical, Zondervan Exegetical, etc. See also bestcommentaries.com for a list of good commentaries.
7. [Oxford Reference Online](#) (requires Tyndale login): Contains links to many Oxford University Press publications, including the *Oxford Bible Commentary*, *Oxford Encyclopedias of the Bible*, *Oxford Bible Atlas*, and the *Oxford History of the Biblical World*.
8. See also the **extensive list of Recommended Sources on the course website.**
9. See the videos: "[How to find a Scholarly Sources](#)"; "[How to Find Commentaries](#)"; "[How to Use a Commentary](#)"; "[How to find Peer-Reviewed Articles](#)"; "[How to Use IVP Dictionaries of the Bible](#)".

General New Testament Sources

- Brown, Raymond E. *An Introduction to the New Testament*. Anchor Bible Reference Library. New York: Doubleday, 1997.
- Burge, Gary M., Gene L. Green, and Lynn H. Cohick. *The New Testament in Antiquity*. Grand Rapids: Zondervan, 2009.
- Fee, Gordon D., and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. Fourth edition. Grand Rapids: Zondervan, 2014.

- Fee, Gordon D., and Douglas Stuart. *How to Read the Bible Book by Book: A Guided Tour*. Grand Rapids: Zondervan, 2002.
- Green, Joel B. *Hearing the New Testament: Strategies for Interpretation*. 2nd ed. Grand Rapids, MI: Eerdmans Pub, 2010.
- Marshall, I. Howard, Stephen Travis, and Ian Paul. Vol. 2. 2nd ed. Downers Grove: InterVarsity Press, 2011. <https://tyndale.on.worldcat.org/oclc/757792938>
- Murphy, Frederick James. *Early Judaism: The Exile to the Time of Jesus*. Peabody, Mass.: Hendrickson, 2002.
- Peterson, Eugene H. *Eat This Book: A Conversation in the Art of Spiritual Reading*. Grand Rapids: Eerdmans, 2006.
- Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. 2nd ed. Grand Rapids: Baker Academic, 2018. <https://tyndale.on.worldcat.org/oclc/1032722236>.
- VanderKam, James C. *An Introduction to Early Judaism*. Grand Rapids: Eerdmans, 2001.
- Vanhoozer, Kevin J., Daniel J. Treier, and N. T. Wright, eds. *Theological Interpretation of the New Testament: A Book-By-Book Survey*. Grand Rapids: Baker Academic, 2008. <https://tyndale.on.worldcat.org/oclc/232257361>
- Wenham, David, and Steve Walton. *Exploring the New Testament*. Vol. 1. 2nd ed. Downers Grove: InterVarsity Press, 2011. <https://tyndale.on.worldcat.org/oclc/757792938>
- Wright, N. T., and Michael F. Bird, eds. *The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians*. Grand Rapids, MI: Zondervan Academic, 2019.
- Yamauchi, Edwin M. *Dictionary of Daily Life in Biblical and Post-Biblical Antiquity*. 4 Vols. Peabody, Mass.: Hendrickson, 2014.
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