1. **Purpose**

This course is designed to equip students with a knowledge of the New Testament and the critical issues of New Testament scholarship as a foundation for biblical exegesis, hermeneutics, theological synthesis, preaching, and the advanced study of Scripture. Inasmuch as the New Testament is recognized as the authority for shaping the continuing existence of the church, these tasks are vital for the teaching ministry of the church.

1. **Course Description**

Because interpretation requires a knowledge of the content of the New Testament, the analysis of the literary and historical context of the literature, and a knowledge of the process of the formation of the canon of twenty-seven books, this course is a study of the origins of both the individual documents of the New Testament and the process of gathering these writings into the canon of the Christian Bible. Attention will be given to the canonical process which led to the composition of these documents and their recognition as sacred scripture.

As a prelude to the task of exegesis, this study is devoted to the content of these documents and to the introductory issues which illuminate their historical setting. Consequently, an examination will be made of the major issues that are involved in placing the individual documents within their historical contexts. Analysis will be made of the authorship, date, literary structure and integrity of the documents as well as their place within the history of the ancient world.

1. **Course Competencies and Measurements**

Comparison of books of the NT to the literature of the NT world.  
Informed judgments and articulation of a position regarding the major critical issues in NT scholarship.  
Term paper will evaluate student’s ability to make informed judgments on critical issues.

Ability to explain the process of dating events and books of the New Testament.  
Demonstration of the basic knowledge of each NT book.  
Analysis of the literary structure of books.
Examination and term paper will evaluate student’s capacity to compare the NT and its culture. Examinations will measure student’s grasp of issues of dating.

Critical reflection over the facts that occasioned the formation of the canon. Bible content examinations will measure knowledge of content of NT.

Evaluation of the conclusions of secondary literature on issues in NT studies. Examinations will measure ability to provide structure of books.

Students will be examined over issues involving the formation of the canon. Students will demonstrate critical assessment of secondary sources on term paper and examination.

1. **Text**


1. **Course Requirements**

   A major paper, approximately 20 pages in length, on one of the major introductory problems in the New Testament. The paper will contain documentation according to the style manual of the *Journal of Biblical Literature* (cf. *Restoration Quarterly*). The topic should be chosen within the first two weeks with the consent of the instructor. The final copy will be due on April 22. Late papers will be penalized one letter grade per week. The paper will be forty percent of the total grade.

   Regular Reading Assignments. Students are expected to read the assigned NT texts and secondary texts before each session. Before reading the secondary literature in Johnson, students should read the NT book scheduled for the session and prepare a paper not to exceed 200 words. The paper should contain reactions to the biblical text, which should be prepared before the student has read the textbook. The paper should answer the following questions: 1) What is the most likely occasion for the writing of this book? 2) What is the dominant theme (or themes)? 3) What is the structure of the book? Students should bring their reaction papers in class and be prepared to discuss them.

   Two Examinations. Examinations will cover both the assigned readings and Bible content. One component of examinations will be a Bible content examination on the texts under consideration.
1. **Academic Integrity**

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore are a form of lying and represent actions contrary to the behavioral norms that are expected.

1. **Grading**

   a. The paper is forty per cent of the grade.
   b. Class participation, including reaction papers, is ten per cent of the grade.
   c. Examinations count fifty per cent of the grade.

1. **Course Schedule.**

   Jan. 8 (Session 1): Introducing New Testament Introduction; Jesus in the Memory of the Early Church
   
   Reading: Johnson, 1-142
   
   Session 2: The Gospels of Mark and Matthew
   
   Reading: Johnson, 143-186
   
   
   Reading: Johnson: 187-245
   
   Jan. 22 (Session 1): 1 and 2 Thessalonians
   
   Reading: Johnson: 227-260
   
   Session 2: 1 and 2 Corinthians
   
   Reading: Johnson: 261-301
   
   Jan. 23 Galatians and Philippians
   
   Reading: Johnson, 289-301, 325-336
   
   Feb. 5 (Session 1) Mid-term Exam; Philemon
   
   Reading: Johnson, 337-345
   
   Session 2: Romans
   
   Reading: John 303-23
Feb. 6 Ephesians and Colossians; The Pastoral Epistles
Reading: Johnson, 347-401

Feb. 26 (Session 1): Hebrews and 1 Peter; 2 Peter, Jude, and James
Reading: Johnson, 403-459

Session 2: Gospel and Letters of John
Reading: Johnson, 461-505

Feb. 27 Revelation; Factors in the Formation of the Canon
Reading: 507-546

Readings: Johnson, 343-66 (ch 14)

March 22: Philemon, Colossians, Ephesians
Readings: Johnson: 383-421 (ch 16, 17, 18)

March 29. The Pastoral Epistles
Reading: Johnson: 423-452 (ch 19)

April 5:
Reading: Johnson: (455-492 (ch 20, 21)

April 12: James, 2 Peter, and Jude
Reading: Johnson, 495-518

The Gospel and Letters of John; Sirach 24
Readings: Johnson: 525-571 (ch 22-23, 25)

Revelation; Factors in the Formation of the Canon
Reading: Johnson, 573-619 (c