

OCAREY THEOLOGICAL COLLEGE
SYLLABUS
BIBL 512 New Testament I: Jesus and the Gospels
Winter 2017 Online

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January 9 - March 17, 2017
3 credit hours

Course Description

One scholar has said, “the kingdom of God is a revolution.” Jesus’ life and teaching on the kingdom of God started a revolution that redeems all creation. This course draws the student into Jesus the person, His teaching and ministry as they are presented uniquely through the four gospels so that you too can know the message, which can impact your world.

Learning Outcomes

After completing this course, you will be able to:

1. Describe the gospel genre, the development of the different gospel accounts, and the unique message and perspective of the respective gospel writers;
2. Use the gospel accounts for the development of teaching and preaching;
3. Grow in your relationship with Christ as followers in the ongoing working out of the gospel.

Course Requirements

Reading and Reading Questions

Required

There are two required books for the course. The relevant section should be read either before or during the week of unit in which it is assigned.

DeSilva, D. A., *An Introduction to the New Testament*. (Leicester, England: Apollos, 2004). 564 pgs. = 28 hours.

Fisk, Bruce N., *A Hitchhiker’s Guide to Jesus*. (Grand Rapids: Baker Academic, 2011). 260 pgs. = 13 hours.

Recommended (but not required) reading

Bauckham, Richard, “For whom were Gospels Written?” in R. Bauckham, *The Gospels for All Christians: Rethinking the Gospel Audiences* (Edinburgh: T. & T. Clark, 1998), pp. 9-48.

Burridge, R. A., *Four Gospels, One Jesus?* (London: SPCK, 2005). 182 pgs. = 9 hours

Scott Jr., J. J., *Jewish Backgrounds of the New Testament*. (Grand Rapids: Baker Books, 2000). 300 pgs. = 15 hours

Other reading

See Denver Seminary’s link for a long list of books and commentaries that would be helpful in your research:

<http://www.denverseminary.edu/article/new-testament-exegesis-bibliography-2011/>

Students are responsible to complete the Unit reading (including the material posted on CONNECT under “Learning Modules”) by the end of the week. At the end of each week, you will be required to post on CONNECT what percentage of the reading you completed for that unit. Incompletion of these readings could adversely affect your grade.

Online Class Discussions (22 hours)

Every student is expected to **make one initial posting for each discussion topic and provide two brief responses** to the postings of other students. A general rule of thumb is for initial postings to be done by Wednesday evening of each week and responses by Saturday night. (In other words, for each discussion each student will provide three postings.) This shows your active participation in the course.

Your initial posting is expected to demonstrate informed interaction with the topic and readings. The length of your initial posting will vary, but 250 – 300 words should be adequate for an analysis and thoughtful contribution. Imagine you are in a classroom and everyone in the group needs to add to a discussion – we are not looking for monologues on the topic, but a sense that you have understood the question, examined the material and gleaned insights. You do not need to add something new to the discussion – but your initial post should feature your own insights, questions, or summary according to the question(s) posted. **Do not make personal experience or feelings the central feature of your post.** I am looking for critical thinking and evaluation in your responses.

Your responses to other students’ postings need to demonstrate a considered reply. It is not sufficient to simply state that you agree with him/her. You may agree or disagree with what your classmate posts; but in 150 words you need to communicate why. Keep your responses concise – remember you are reading a lot of them over the course of the term! Discussions are worth 15% of your marks over the term.

Each discussion is monitored by me and marked on the basis of your initial posting and your responses to other students’ comments.

Reflection Assignment (10 hours)

Due January 30

Each student may choose to do one of the following:

- *Lectio Divina*: you may choose a passage from the gospels and write out a *Lectio Divina* which you have experienced. Explain the *Lectio Divina* process and the experience you had (around 1500 words).
- Produce a creative work (e.g. song, poetry, video, short story) based on a text from one of the gospels. You must include an explanation (500-750 words) of how the creative work reflects the meaning of the gospel text and why you created the work in the manner you did.

Exegetical Paper (10 pgs. = 20 hours)

Due February 20

Each student will be required to take a section of a gospel and write a 2000 word exegetical

paper. You will find instructions in “Assignments” on the course website.

Sermon (28 hours)

Due March 17

Each student will prepare a sermon on a text from the Gospels. You will submit this sermon in the form of a written manuscript and a 20 minute presentation (in MP3 format). You will be assessed on the written text (60%) and the oral presentation (40%).

Note:

- The goal of this assignment is to provide a clear understanding of the meaning of the passage for the reader.
- I do not want you to apply the passage to yourself or church context except for the outline (see “e”).
- The majority of your essay should be focussed on part "b". Components "a, b" may be presented as specific sections in your paper but I suggest that you incorporate them into your paper as seamless elements.

ATTENTION – Finding Resources

The best place to find on-line sources is to use the Allison Library Databases. There are many full text journals that you can download which will provide more than adequate resources for your written assignments.

Please note that you can limit your search to “full text” journals. But I recommend that you do not do this, since you might be able to find the full text by going to the website of the journal.

Example:

If you search for “Craig Smith” under Christian Periodical Index (CPI) you will find several articles including “Reaching the Kidderminster Kids” in the Christian History journal. There is no full text on CPI but if you go to the Christian History website (www.christianhistorymagazine.org) you will find the full text article in pdf format (<http://www.christianhistorymagazine.org/index.php/back-issues/89-content-baxter/>).

Course Outline

It is expected that the student will read the Bible chapters before reading the assigned readings. They are clearly marked for each unit.

The abbreviations for the readings are:

- DD is David DeSilva, *An Introduction to the New Testament*
- BF is Bruce N. Fisk, *A Hitchhiker's Guide to the Jesus*
- RB is Richard Burridge, *Four Gospels One Jesus?*
- JS is Julius Scott, *Jewish Backgrounds of the NT*

Unit 1 Gospels: Definition, Purpose and Historical Setting

Definition, Purpose

BF pp. 7-34

DD ch. 1; pp.145-61

Recommended:

RB ch. 1

Richard Bauckham, "For whom were Gospels Written?" in R. Bauckham, *The Gospels for All Christians: Rethinking the Gospel Audiences* (Edinburgh: T. & T. Clark, 1998), pp. 9-48.

Unit 2 Four Gospels yet One Jesus (Synoptic Problem)

BF pp. 37-51

DD pp. ch. 2; pp. 145-79

Recommended:

JS ch. 2, 4

Unit 3 Gospel of Mark

Mark 1-8

BF pp. 51-73

DD pp. 195-211

Recommended:

JS pp. 107-120

RB pp. 35-49

Unit 4 Gospel Mark

Mark 9-16

BF pp. 75-87

DD pp. 211-233

Recommended:

JS pp. 121-146

RB pp. 49-65

Unit 5 Gospel Matthew
Matthew 1-13
BF pp. 87-107
DD pp. 234-267

Recommended:
JS pp. 147-179
RB pp. 67-84

Unit 6 Gospel of Matthew
Matthew 14-28
BF pp. 107-130
DD pp. 267-296

Recommended:
JS pp. 180-232; 325-333
RB pp. 84-99

Unit 7 Gospel of Luke
Luke 1-12
BF pp. 130-150
DD pp. 298-324
RB pp. 101-115

Recommended:
JS pp. 233-261; 335-352

Unit 8 Gospel of Luke
Luke 13-24
BF pp. 151-183
DD pp. 324-347

Recommended:
JS pp. 265-305
RB pp. 115-131

Unit 9 Gospel of John
John 1-11
DD pp. 391-427
BF pp. 185-220

Recommended:
JS pp. 307-323
RB pp. 133-149

Gospel of John
John 12-21

DD pp. 427-447
BF pp. 220-248

Recommended:
RB pp. 149-163

Unit 10 Historical Jesus
DD pp. 179-191; 248-267

Recommended:
RB pp. 165-182

Time Investment

Reading	52 hours
Online Class Discussions	22 hours
Exegetical Paper	20 hours
Reflection Assignment	13 hours
Sermon	28 hours
Total	135 hours

Evaluation

Reading & Reading Questions	0%
Online Class Discussions	15%
Exegetical Paper	25%
Reflection Assignment	20%
Sermon	40%
Total	100%

Academic Policies

Please see the **Carey Academic Catalog** for more details:

<http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf>

Course Attendance

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

Carey Grading Scale

See the Carey Academic Catalogue for details on the Carey grading scale.

Course Withdrawal Policy

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a “W” on their transcript. Beyond those dates, they will receive an “F.”

Extensions

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

Academic Integrity

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at: <http://learningcommons.ubc.ca/academic-integrity/>.

Gender Language

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don’t conform to the gender language policy will be returned to the student for resubmissions.

See the Carey Academic Catalogue for more details on this policy.