I. SEMINARY MISSION
The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

II. COURSE PURPOSE
This purpose for this course is to introduce the background and literature of the New Testament.

III. CORE VALUES:
New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The core value for NOBTS this year is Mission Focus.

IV. KEY COMPETENCIES:
The Seminary has seven key competencies in its academic program: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Biblical Exposition.

V. COURSE DESCRIPTION:
The purpose for this course is to introduce the student to the literature of the New Testament by means of studying both the Biblical text and the historical and cultural factors that shaped it. The historical background, certain aspects of contemporary scholarship, and especially the themes and general teachings of the New Testament books will be discussed.
VI. STUDENT LEARNING OUTCOMES:
The following are the student learning outcomes of this course:
• The student will be able to understand thoroughly New Testament history, background, and canon, and selected themes of the New Testament.
• The student will be able to apply adequately New Testament history, background, and canon, and selected themes of the New Testament to contemporary needs in the church.
• The student will be able to communicate clearly New Testament history, background, and canon, and selected themes of the New Testament to a contemporary audience.

VII. LEARNING OBJECTIVES:
Knowledge
Students who complete this course successfully should:
• Know the basic historical, social, and cultural forces impacting the life and times of the New Testament world
• Know the basic content of the New Testament and be able to give a brief description of the major themes and emphases of the New Testament books
• Know the characteristics of the various literary genres in the New Testament and some of the major implications of the genre differences for interpretation
• Know the current issues involved in the contemporary study of New Testament documents

Attitudes
Students who complete this course successfully should:
• Appreciate the impact of the New Testament world on the New Testament documents and their interpretation
• Respect the complexity of applying ancient texts written thousands of years ago in modern contexts
• Appreciate the value of the moral, ethical, and practical teachings of the New Testament for guidance in daily living in family and society

Skills
Students who complete this course successfully should be able to:
• Contextualize New Testament texts within their ancient historical, cultural, social, and literary setting for the purpose of interpretation
• Evaluate the strengths and weaknesses of various modern translations of the New Testament
• Prepare the exegetical foundation for an intelligent, thoughtful, and relevant bible study, devotional, or message based on a New Testament text
• Have a working familiarity with resources for the on-going study of the New Testament

VIII. REQUIRED TEXTS:
• The Bible in any modern committee translation, such as RSV, NRSV, NIV, NASB, etc.


Additional Reading Resources are:


IX. **TEACHING METHODOLOGY:**

• Class sessions will consist of lecture presentations discussing units of study followed by exploration of issues derived from textbook readings.

• Class preparation will consist of reading textbook assignments, preparing reading quizzes, and the taking of sectional exams.

• Class units presented are: two units on introduction and canon, six units on history, two units on groups, institutions, and literature, five units on the gospels, eight units on the Pauline epistles, and three units on the general epistles and Revelation.

X. **COURSE EVALUATION:**

• **Daily Quizzes** will be given on the days scheduled from the readings indicated in the assignments section of the course syllabus.

• **Sectional Exams** will be given on the days scheduled. These exams focus on the material since the last exam.

• **Final Exam** is on material since the last sectional exam.

• **Participation** of students in class will be observed and included in grading.

• **Final Average**

  Daily quiz avg. = 20%

  Sectional exams avg. = 55%

  Final exam = 25%

XI. **COURSE POLICIES:**

• **Attendance:** Class attendance for all sessions is expected. In a three-hour semester class, you are allowed to miss a total of nine classroom hours, which is less than six 80 minute class periods. Class periods missed because of late enrollment are counted as absences. Three tardies equals one absence. Be forewarned that cutting a grammar class is academically unwise at any time. Absence due to illness or emergency must be accompanied by documentation acceptable to the professor to be an excused absence with no penalty.

• **Etiquette:** Please silence cell phones before class begins. Otherwise, you may disrupt the entire class. If you expect an extremely important call, wait for that call outside class. Also, please do not disrupt class by leaving to take a cell phone call. We appreciate your cooperation in maintaining a positive learning environment.
XII. ADDITIONAL INFORMATION:

- Dr. Stevens’s personal website is:
  
  http://www.drkoine.com

  This website is for students in classes taught by Dr. Stevens. The site has a three-fold purpose: (1) to provide personal information to get to know the professor beyond the classroom in the areas of background, family, music and photography, (2) to provide professional information to get to know the professor within the academic guild in the areas of publications, presentations, and sermons, and (3) to provide educational information in support of his teaching career in the areas of classes, travel, and museums.

- To go straight to the Classes page for information about any of Dr. Stevens’s classes, use the following link:
  
  http://drkoine.com/classes/index.html

- To go straight to the ExNT course page with a brief course description, introductory video, syllabus, textbooks used, and related course files, use this link:
  
  http://drkoine.com/classes/exnt/index.html

- A link to additional supplementary presentation lectures occasionally will be posted on this page.

XIII. ASSIGNMENTS:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
</table>
| Week 1: Jan. 19, 21 | Introduction—New Testament Study  
  • Introduction to class  
  • Introduction to New Testament study | Background—New Testament Canon  
  • KBH: “The Biblical Canon,” 103–116  
  • Stevens: “The New Testament Canon” |
| Week 2: Jan. 26, 28 | History—Foreign Rulers  
  • ExNT 1.1: 6–7  
  • Ferguson: 5–20; 396–407 | History—Maccabees, Hasmoneans  
  • ExNT 1.1: 7–12  
  • Ferguson: 432–39  
  • Barrett: 135–48 (1 Maccabees) |
| Week 3: Feb. 2, 4 | History—Herod, Herodians  
  • ExNT 1.1: 13–23  
  • Ferguson: 413–427  
  • Barrett: 148–57; 162–70 (Josephus) | History—Republic to Empire, Part 1  
  • ExNT 2.1: 4–5; 8–20  
  • Ferguson: 20–31; 40–45  
  • Barrett: 1–9 (Augustus) |
| Week 4: Feb. 9, 11 | MARDI GRAS | History—Republic to Empire, Part 2  
  • Ferguson: (see end of schedule)  
  • Barrett: 62–65; 66–68; 70–72; 108–114 |
| Week 5: Feb. 16, 18 | History—Roman Caesars  
  • ExNT 2.1: 6–7  
  • Ferguson: 31–40; 592–608  
  • Barrett: 10–22 (Tacitus, Suetonius) | SECTIONAL EXAM 1 |
<p>| Week 6: | Judaism 1—Groups, Institutions | Judaism 2—Literature |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Text</th>
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<tbody>
<tr>
<td>Week 7</td>
<td>Gospel Tradition—Literary Issues</td>
</tr>
<tr>
<td>Mar. 1, 3</td>
<td>• ExNT 1.3: 47–56 • ExNT 1.4: 57–80</td>
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<tr>
<td></td>
<td>Gospel Tradition—Jesus Tradition</td>
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<tr>
<td></td>
<td>• ExNT 1.6: 127–41 • ExNT 1.7: 143–53 • ExNT 1.8: 155–87</td>
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<tr>
<td>Week 8</td>
<td>Gospel Tradition—Mark, Matthew</td>
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<tr>
<td>Mar. 8, 10</td>
<td>• ExNT 1.9: 191–207 • ExNT 1.10: 209–26 • Mark 1–16, Matthew 1–28</td>
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<tr>
<td>Week 9</td>
<td>Gospel Tradition—John</td>
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<tr>
<td>Mar. 22, 24</td>
<td>• ExNT 1.12: 243–64 • John 1–21</td>
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<tr>
<td>Week 10</td>
<td>Pauline Mission—Acts 13–28</td>
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<tr>
<td>Mar. 29, 31</td>
<td>• ExNT 1.13: 275–85 • Acts 13–28</td>
</tr>
<tr>
<td>Week 11</td>
<td>Pauline Mission—Early Epistles</td>
</tr>
<tr>
<td>Apr. 5, 7</td>
<td>• ExNT 2.2: 23–29 • ExNT 2.15: 223–27 • ExNT 2.3: 31–45</td>
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<tr>
<td>Week 12</td>
<td>Pauline Mission—Romans</td>
</tr>
<tr>
<td>Apr. 12, 14</td>
<td>• ExNT 2.6: 73–90 • ExNT 2.7: 91–104</td>
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<tr>
<td>Week 13</td>
<td>Early Church—Prison Epistles</td>
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<tr>
<td>Apr. 19, 21</td>
<td>• ExNT 2.9: 129–41 • ExNT 2.10: 143–49 • ExNT 2.11: 151–61 • ExNT 2.12: 163–73</td>
</tr>
<tr>
<td>Week 14</td>
<td>Early Church—Pastorals</td>
</tr>
<tr>
<td>Apr. 26, 28</td>
<td>• ExNT 2.16: 231–46 • ExNT 2.17: 247–59</td>
</tr>
<tr>
<td>Week 15</td>
<td>Early Church—General Epistles 1</td>
</tr>
<tr>
<td>May 3, 5</td>
<td>• ExNT 2.21: 305–28</td>
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<tr>
<td>Week 16</td>
<td>Early Church—General Epistles 2</td>
</tr>
<tr>
<td>May 10, 12</td>
<td>• ExNT 2.18: 261–73 • ExNT 2.19: 275–87 • ExNT 2.20: 289–302</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
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<td></td>
<td>Thurs., May 12, 9:00–11:00 am</td>
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</tbody>
</table>
**Week 4: Thurs., Feb. 11**

*Republic to Empire, Part 2*

*Ferguson Readings:*

<table>
<thead>
<tr>
<th>86–90</th>
<th>Trade and Travel</th>
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<tbody>
<tr>
<td>97–106</td>
<td>Theaters, etc.</td>
</tr>
<tr>
<td>173–77</td>
<td>Religion: General</td>
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<td></td>
<td>Characteristics</td>
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<tr>
<td>199–212</td>
<td>Ruler Cult</td>
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<tr>
<td>220–35</td>
<td>Dreams, Healing,</td>
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<td>Magic, Fate</td>
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<tr>
<td>259–77; 281–87; 287–96; 297–300</td>
<td>Mysteries: Dionysius, Egyptian, Cybele, Mithras, Conclusion</td>
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<tr>
<td>300–313</td>
<td>Gnosticism</td>
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<tr>
<td>330–35</td>
<td>Plato</td>
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<td>338–42</td>
<td>Aristotle</td>
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<tr>
<td>354–60</td>
<td>Stoicism</td>
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<tr>
<td>370–72; 377–79</td>
<td>Epicureanism</td>
</tr>
<tr>
<td>609–16</td>
<td>Religious Rivals</td>
</tr>
</tbody>
</table>

**XIV. Embedded Assignment**

Consult the last page of this syllabus for the embedded assignment. This embedded assignment will be completed by all students. The rubric for grading this assignment is attached to this syllabus with the embedded assignment.

**XV. Bibliography**

The following bibliography is suggested by the New Testament Department of Denver Seminary and available at this link:


**Textual Criticism**


*Wegner, P. D. *A Student's Guide to Textual Criticism of the Bible: Its History, Methods and

Grammar

Introduction

Historical Background
A. Lexical Analysis


**B. History and Religion**


C. Primary Source Material


Theology


**Dictionary / Encyclopedia**


**Criticism**


**Hermeneutics**


**Jesus and the Gospels**


**Paul**


**Major Commentaries**

The lists of top eleven commentaries for each N.T. book are divided into three sections: the first contains those we consider the best detailed, critical commentaries using the Greek text; the second lists more mid-level works using the English text (some with references to the Greek in footnotes); and the third consists of commentaries that are briefer and/or have a special focus on application. At least one priority title is asterisked for each level.

Abbreviations for series:


MATTHEW


MARK


**LUKE**


**JOHN**


**ACTS**


**ROMANS**


**1 CORINTHIANS**


-----


**2 CORINTHIANS**


**GALATIANS**


EPHESIANS


PHILIPPIANS


**COLOSSIANS AND PHIILEMON**


**1, 2 THESSALONIANS**


**PASTORALS**


**HEBREWS**


**JAMES**


1 PETER


2 PETER AND JUDE


**1, 2, 3 JOHN**


**REVELATION**


COMPETENCY ASSESSMENT RUBRIC—EMBEDDED ASSIGNMENT
Research Worksheet
NTEN5300 Exploring the New Testament

Student: ______________________ Site: ______________________
Semester: ____________________ Format: ____________________

Student Learning Outcomes:
1. The student will be able to understand thoroughly New Testament history, background, and
canon, and selected New Testament themes.
2. The student will be able to apply adequately New Testament history, background, and
canon, and selected New Testament themes to contemporary church needs.
3. The student will be able to communicate clearly New Testament history, background, and
canon, and selected New Testament themes to a contemporary audience.

Assignment Description:
1. A summative question will be answered thoroughly by the students as a take-home
assignment that can be linked to an exam. The question (or problem) will require research
of the historical context, genre, theology, and/or interpretive concerns of a selected period,
event, or passage. Answers should be well-developed and provide thorough documentation
and appropriate use of tools and resources. Students should use Times 12 pt. font, 1-inch
margins, single-spaced, approximately two pages in length. The general line of inquiry
would be something like, “for the following NT passage, explain the historical context of
the passage, the exegetical teaching of the passage (historical teachings), and how these
teachings can be applied and communicated to a contemporary audience.”
2. The student should show adequate application of the research to a selected need of the
Christian community.
3. The student should communicate clearly how the answer of the research question might
impact the faith and life of Christian believers with focus on the contemporary audience.

Assignment Evaluation (0 = Inadequate, 1 = Basic, 2 = Competent, 3 = Good, 4 = Excellent):

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>LEVEL</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| UNDERSTANDING        | The Student: Understood thoroughly New Testament history, background, and
canon, and selected themes of the New Testament                         | 0 1 2 3 4   |
| APPLICATION          | The Student: Applied adequately New Testament history, background, and
canon, and selected New Testament themes to contemporary church needs   | 0 1 2 3 4   |
| COMMUNICATION        | The Student: Communicated clearly New Testament history, background, and
canon, and selected New Testament themes to a contemporary audience     | 0 1 2 3 4   |