

Syllabus for
BLIT 122 -- Christian Life Through Biblical Engagement II: New Testament
2.0 Credit Hours
Spring 2019

I. COURSE DESCRIPTION

The redemptive story of the Bible from Matthew through Revelation, emphasizing the revelation of Jesus Christ as God's Son and Savior of the world and how the early Church spread this message cross-culturally. The New Testament will be seen as vital to Christian living—with Scripture, the Holy Spirit, and God's people providing our standards, our empowerment, and our life-sharing fellowship. Special attention will be given to the person and work of Jesus: his teachings on the Kingdom of God and how his miracles demonstrated the reality of the Kingdom. Jesus' death, resurrection, ascension, and gift of the Holy Spirit enable us as followers to continue his work, even as we wait for his return. Other major events, themes, and characters will be identified.

Prerequisite: None, but BLIT 111 -- Christian Life through Biblical Engagement I: Old Testament is highly recommended to be taken first, if possible.

II. COURSE GOALS

To familiarize students with the contents of the New Testament—its overall historical narrative and literary forms (gospels, epistles, etc.) that together make up God's message to us. Cultural, geographical, and historical background (including key events of the intertestamental era) will be outlined sufficiently to give students a solid basis for life-long study of Scripture. Development of the New Testament canon by the Holy Spirit's guidance will also be shown.

Selected portions of the New Testament will be part of the required reading, with the aim of seeing the transformative power of Scripture as well as its informative function. How Jesus fulfills the various covenants and promises of the Old Testament will be seen in its historical context and for its importance to our present relationship with God as his people. How the Old and New Testaments together make up the Word of God will be vital to realizing this goal.

Personal interaction with Scripture will be encouraged through exercises from the textbooks, focusing on selected Bible passages and specific personal responses.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course, the student will be able to do the following:

A. Give a broad outline of inter-biblical history and state its importance for study of the New Testament.

B. Describe the social, economic, and religious background of the New Testament era.

- C. Describe the essential geographical setting of the Biblical narrative.
- D. Trace the development of the New Testament canon.
- E. Identify key persons and places in New Testament history.
- F. Give a chronological summary of the ministry of Jesus.
- G. Write a summary statement concerning the background and content of any New Testament book.
- H. Identify the distinct contribution of each gospel writer.
- I. Summarize the major New Testament themes discussed in lectures.
- J. Trace the expansion of the Church in the book of Acts.
- K. Discuss the relationship of the Old and New Testaments, especially seen in the faithfulness of God to fulfill his covenant promises to Abraham, David, and other major figures of the Old Testament.
- L. Describe the work of the Holy Spirit in the early Church and his activity in the lives of Christians today.
- M. Discuss God's guidance and principles for Christian living through a study of the New Testament.
- N. Engage in meaningful spiritual disciplines that can help a person hear God's voice.

IV. TEXTBOOKS AND OTHER RESOURCES

A. Required Materials

1. Textbooks (Bible and two books)

The Bible (Modern versions recommended, such as NIV, ESV, NASB.)

Duvall, J. Scott and J. Daniel Hays, *Living God's Word: Discovering Our Place in the Great Story of Scripture*. Grand Rapids: Zondervan, 2012.
ISBN: 978-0-310-29210-4 (hardcover, also available as Zondervan ebook)

Mulholland, M. Robert, Jr., *Invitation to a Journey: A Road Map for Spiritual Formation*, expanded by Ruth Haley Barton. (Downers Grove, IL: InterVarsity Press, 2016)
ISBN 978- 0- 8308- 4617- 7 (paperback, also available as IVP ebook)

B. Optional Materials

1. Reference

Fee, Gordon D., and Douglas Stuart, *How to Read the Bible Book by Book*
Grand Rapids: Zondervan, 2002. ISBN 0-310-21118-2 (paperback)

2. Other

None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
2. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

3. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
4. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Note: Attendance policy is enforced. Excessive absences will affect your grade. See syllabus attendance policy.

1. Completion of a Course

- a. All assignments are due on the dates established in the course calendar, which is published in the syllabus or assigned in class. **Any assignments turned in after the scheduled due date will be penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.**
- b. **No work** is accepted after the final date of regular classes.

2. Incompletes

- a. An incomplete is given only after the student establishes with the instructor and the department chair by written petition that his or her work is incomplete for good cause (e.g, lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete will be excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval at least one week prior to the end of normal classes. The submitting of a petition does not automatically ensure the granting of an incomplete. The petition must be approved by the appropriate academic committee of the Undergraduate Theology Department.

3. Examinations and Other Assignments

- a. Early examinations **are not** allowed.
- b. Late examinations are administered only when extenuating circumstances are present (such as a death in the family the week before exams, sudden and major illness the week of exams that is documented by a physician). In fairness to all students, some persons should not have more time to prepare for an examination than others. **The granting of a late examination request is rare.**
- c. A Petition for Late Examination without penalty must be signed by the professor and the chair. Proper documentation must accompany the petition and must be submitted to the Undergraduate Theology Department. The student must schedule the makeup exam with the professor of the course. The exam must be taken no later than five (5) calendar days after the approval of the petition. **Grade penalties may be applied as indicated by the Academic Affairs Committee.**
- d. **All** exams will be given as scheduled. It is the student's responsibility when purchasing airline tickets, for example, to take this schedule into consideration. **Not being present for the final examination automatically results in failure of the course.**
- e. These requirements apply to all quizzes, tests, and examinations administered by the Undergraduate Theology Department.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Final evaluation will consist of the following:

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| Mid-term Exam | 20% |
| Assignment responses from Duvall & Hays | 15% |
| Reading quizzes from Duvall & Hays | 15% |
| Assigned “practices” from Mulholland & Barton | 15% |
| Response to Mulholland & Barton (paper to submit on D2L and ePortfolio) | 15% |
| Final Exam | 20% |
| | 100% |

- b. Grading Scale: A= 100-90; B = 89-80; C = 79-70; D = 69-60; F

= below 60

- c. Examinations: Two examinations will be given: a mid-term and a final exam.
- d. Assignment responses and reading quizzes from Duvall & Hays will be posted on D2L. Likewise the assigned “practices” from Mulholland & Barton will be reported on D2L. Further instruction on how to do those reports will be given in lecture and on D2L. See also the COURSE CALENDAR in this syllabus.
- e. The response to Mulholland and Barton will be posted on D2L. See the following instructions for that paper.

2. Whole Person **Assessment Requirement**

Summarize and critique chapters 8-13 of Mulholland and Barton’s *Invitation to a Journey*. The paper is to be 5-6 pages in length and should be written in proper academic style (but “first person” pronouns are permitted). Note: this assignment fulfills the Whole Person Assessment aspect of this course. Note that the paper must be submitted on D2L so that it can become part of the grade for the course.

Whole Person Assessment compliance (0% or one letter grade reduction for noncompliance)

To be “compliant” the student will have correctly submitted the research paper electronically as an artifact for assessment. To be “noncompliant” the student has either not submitted or incorrectly submitted the research paper electronically. Noncompliance will result in a zero for the assignment.

[It is the student’s responsibility to ensure that he/she is in compliance. Compliance is verified by checking for the assessment results in one’s e-portfolio. If there is a problem you may receive notification by the professor/assessor through one’s **ORU Group Wise e-mail address.**]

VI. COURSE CALENDAR

| Wk | Lecture topics | Read these selected chapters in the New Testament | Chapters in Duvall & Hays (DH) and Mulholland & Barton (MB) | <i>Reading quizzes;</i> <u>exams</u> ; other assignments |
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| 1 | Big Ideas of the Bible | | MB 8 | MB 8 Practice: journey stages, pp. 117-18 |
| 2 | Time Between the Testaments | | DH 10 MB 9 | <i>DH 10, reading quiz</i> MB 9 Practice: inventory, pp. 137-38 |
| 3 | Christ Enters Our World | Matt. 1-4; Luke 1-2; 8:1-56; Mark 1-3; John 1-4 | DH 11 | DH, p. 143, question 2 |
| 4 | Christ's Message | Mark 1-7; Matt. 4-7, 13; Luke 3-7, 15 | DH 12 MB 10 | MB 10 Practice: our dead body, p. 155 |
| 5 | Journey to Jerusalem | Mark 8-10; Luke 9-19; John 5-12 | DH 13 | DH, p. 180, question 1 |
| 6 | Jesus Dies on the Cross | Matt. 19-27; Luke 20-23; John 11-19 | DH 14 MB 11 | MB 11 Practice: soul posture, pp. 162-63 |
| 7 | Jesus is Raised from the Dead | Mark 16; Luke 24; 1 Cor. 15; Matt. 28; John 20-21 | DH 15 | <u>Mid-term Exam</u> |
| 8 | The Holy Spirit Comes (Pentecost) | Luke 1:1-4; 24:36-53; Acts 1-2; Jere. 31 | DH 16 MB 12 | MB 12 Practice: for the sake of others, p. 182 |
| 9 | Church in Jerusalem, Judea, and Samaria | Acts 3-12; Heb. 8-12; James 1-3; 1 Pet. 1-2; Jude | DH 17 | <i>DH 16-17, reading quiz</i> |
| 10 | Church in Mission to the Gentiles | Acts 13-21; Gal. 5-6; 1 Thess. 4-5; 2 Thess. 2; | DH 18 | DH, p. 259, question 2 |
| 11 | (Cont. from week 10) | 1 Cor. 12-15; 2 Cor. 3-5; Rom. 1, 3-6, 8, 12 | MB 13 | MB 13 Practice: creative tension, pp. 194-95 |
| 12 | Gospel Spreads from Jerusalem to Rome | Acts 21-28; Ephesians 1-6; Phil. 2-3; Philemon; 1 Tim. 3; 2 Tim. 4 | DH 19 | Paper on Mulholland & Barton |
| 13 | (Cont. from week 12) | | | <i>DH 19, reading quiz</i> |
| 14 | Consummation: New Creation | Rev. 1-22 | DH 20 | <i>DH 20, reading quiz</i> |

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| 15 | Review/Summation | | | |
| | Final Exam | | | <u>Final Exam</u> |

Course Inventory for ORU's Student Learning Outcomes

BLIT 122 -- Christian Life through Biblical Engagement II: New Testament 2.0 Credit Hours Spring 2019

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities | | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|-------------------------------------|--|--------------------------|-----------------------|----------------------|-----------------|
| 1 | Outcome #1 – Spiritually Alive Proficiencies/Capacities | | | | |
| 1A | Biblical literacy | X | | | |
| 1B | Spiritual Formation | X | | | |
| 2 | Outcome #2 – Intellectually Alert Proficiencies/Capacities | | | | |
| 2A | Critical thinking, creativity, and aesthetics | | X | | |
| 2B | Global & historical perspectives | X | | | |
| 2C | Information literacy | X | | | |
| 2D | Knowledge of the physical and natural world | | | X | |
| 3 | Outcome #3 – Physically Disciplined Proficiencies/Capacities | | | | |
| 3A | Healthy lifestyle | | | | X |
| 3B | Physically disciplined lifestyle | | | | X |
| 4 | Outcome #4 – Socially Adept Proficiencies/Capacities | | | | |
| 4A | Ethical reasoning and behavior | X | | | |
| 4B | Intercultural knowledge and engagement | | X | | |
| 4C | Written and Oral Communication | X | | | |
| 4D | Leadership capacity | | X | | |

(Revised 10/3/17)