



St John's Theological College

NZ DIPLOMA IN CHRISTIAN STUDIES

COURSE NUMBER: BST 511 **TITLE:** THE BIBLE STORY- NEW TESTAMENT
COURSE LEVEL: 5 NZQF **CREDIT VALUE:** 15

COURSE AIM

To introduce participants to the historical and literary context of the New Testament and its major themes. To introduce students to a range of interpretative tools that bridge the gap between the world of the New Testament and contemporary contexts in ways that support ongoing engagement with the Biblical text and its application to life and ministry.

LINK TO THE NZ DIPLOMA IN CHRISTIAN STUDIES GRADUATE PROFILE

Contributes to Graduate Profile Outcome 1:
Evaluate and apply a broad understanding of theology and biblical foundations to defined contexts based on textual interpretation and religious practice.

COURSE LEARNING OUTCOMES – (LO)

Upon successful completion of the course students will be able to,

1. Demonstrate a broad knowledge of the content and structure of the New Testament in its literary and historical context.
2. Apply a selection of New Testament themes to contemporary ministry and missions' contexts.
3. Use basic exegetical tools to interpret selected New Testament texts, applying them to particular ministry or missions' contexts.
4. Form and engage with questions and insights for personal faith/discipleship raised by this course.

COURSE DELIVERY

Face to Face Delivery

Class time	36 hours
Reading for class	34 hours
Assessment 1	25 hours
Assessment 2	30 hours
Assessment 3	25 hours
Total	150 hours

COURSE SCHEDULE

DATE	LO	TOPIC	PRE-READING	FOLLOW-UP READING
19 th March	1	A survey of the New Testament and an introduction to its socio-political context.		Mosser: 141-150
26 th March	1+2 +4	Interpretive Methodologies An overview of the Gospels	Marshall: Re-engaging with the Bible in a post- modern world	Group work and reading for Assignment 1
2 nd April	2+3 +4	Matthew's Gospel: Inaugurated eschatology and the Kingdom of God. Parables	Matthew's Gospel Windsor: Living the Tension	Matthew 18 Exegesis (optional) Drane: 86-108 (required)
9 th April		Luke-Acts <i>Visiting Lecturer:</i> <i>Rev Dr Tom Innes</i>	Hayes: 112-137	Reading for Assignment 2
15 th – 28 th April		Term 1 Study Break		
26 th April		Assignment 1 due: Introductory Presentation and Resource		
30 th April	1+2 +4	Intro to Paul's letters. The challenge of Gnosticism Exegesis workshop	Powell: 215-229	Achtemeier: 289-294
7 th May	1-4	How we got the New Testament – manuscripts and writing, translations. Can we trust the Gospels? Moodle Forum.	Drane: 161-186; 209-216; 435-436; 449-453 Powell: 47-53; 81-101	Paul, Mosser, Strauss, Rosner: 151-157; 176-182 Powell: 54-61
13 th – 14 th May		Exegesis Assignment 2 Tutorials. Times and venues to be confirmed.	Choose and pre-read assigned passage.	
14 th May		The Churches in the Lycus Valley <i>Visiting lecturer:</i> <i>Fr Frank Smith</i>	Colossians- Philemon and Ephesians	Reading for Assignment 2

21 st May	1-4	The Church in Corinth The Pastoral Letters: (profile of a leader)	1-2 Corinthians Read 1 & 2 Timothy & Titus	Drane: 349-355; 364-374 Reading for Assignment 2
28 th May	1-4	1 & 2 Thessalonians: living in the in-between time. Philippians: joy amidst trouble	1 & 2 Thessalonians Philippians	
3 rd – 7 th June		STUDY BREAK		
7 th June		Assignment 2 due: Exegetical Essay		
11 th June		The Church in Rome Wrapping up Paul	Romans	
18 th June		The Hebrew writings: Hebrews Controversy and the book of James	Hebrews James	
25 th June	1-4	Persecution and hope: lessons from 1-2 Peter and the book of Revelation	1-2 Peter Revelation 1-7; 18-22	Mosser: 265-272
28 th June		Assignment 3 Due: Summative Reflection		

ASSESSMENTS

Assessments	Word count	Weighting
Introduction to a Gospel	1200 words + Presentation	40%
Exegetical essay	2000 words	40%
Summative reflection	1000 words	20%

COURSE GRADING

A: Advanced Coverage of Criteria	B: Good Coverage of Criteria	C: Emerging Coverage of Criteria	D: Criteria not met
A 100-90 A+ 89-85 A 84-80 A-	B 79-75 B+ 74-70 B 69-65 B-	C 64-60 C+ 59-55 C 54-50 C-	D 49-0

1. Introduction to a Gospel:

LO: 1, 2, 4 **Length:** 1200 words 40% of final grade. **Due:** 26th April 2019

This assignment is in two parts:

a. A 15-minute Group Presentation to the class introducing either Mark or John's Gospel. 15%

This is a group project. Students will be assigned their group in the first week of class and will need to meet outside of class time to work on it. The presentation date will be confirmed by your lecturer.

You may choose how you will present to your peers: drama, rap, with different people presenting different aspects, Power-Point etc.

NB. *You will receive feedback from your peers for the presentation in class.*

Your Group presentation will include:

- An introduction to the gospel. Be sure to include its author and date.
- Setting and purpose of the book:
 - Who was it written to and why?
 - What is the historical background to this book? e.g. social, geographical, political, religious context.
- A summary of one key theme that is unique to this gospel.

1 (a) Group		A LEVEL	B LEVEL	C LEVEL	D LEVEL
WEIGHTING					
Criterion 1 Knowledge	40%	The writer demonstrates a comprehensive understanding of the subject area – covers all aspects in depth and demonstrates a complete mastery of the subject	The writer demonstrates a full understanding of the subject area – covers all aspects with some depth and demonstrates a clear mastery of the subject	The writer demonstrates an adequate understanding of the subject area – covers some aspects and demonstrates a limited understanding of the subject	The writer does not demonstrate an adequate understanding of the subject area
Criterion 8 Apply knowledge & understanding	30%	Excellent clarity of thought, argument, analysis, synthesis, contextualise and/or ability to respond	Very good ability to analyse, argue, synthesise, contextualise and/or respond appropriately	Shows some ability to analyse, argue, synthesise, contextualise and/or respond appropriately	There is little or no evidence of the writer's ability to analyse, argue, synthesise, contextualise and/or respond appropriately.
Criterion 9 Creative presentation	20%	Very effectively tailored to context, highly creative, well organised with excellent use of media	Very good tailoring to context, creative, well organised with good use of media	Some tailoring to context, creativity, organisation and use of media	Little evidence of contextualisation, creativity, organisation and use of media
Criterion 15 Groupwork	10%	Exceptionally cohesive with all members active and showing high levels of mutual respect	Very cohesive with all members active and showing very good levels of mutual respect	Cohesive with most members active and showing some degree of mutual respect	Lack of cohesion, activity and respect amongst members.

b. A Small Group Resource introducing either Mark or John's Gospel: 25%

Using your group presentation as a framework, prepare a resource *for the first session of a small group study series* on the Gospel of Mark OR John.

Your work should be organised under the section headings below and be no longer than 1200 words. It could take the form of a Prezi Link, photo of a poster, illustrated booklet, printed Power-Point slides etc. *whatever you decide is best suited to the context of your intended audience/small group.*

Remember to check that you have answered all aspects required below before you submit your work on Moodle.

You need to include:

- *A brief description of the small group (intended audience) – not assessed*
- *A very brief introduction to the gospel including a note about the gospel as genre, its author, and date. (100-200 words)*
- *Setting and purpose of the book: (300-400 words)*
 - *Who was it written to and why?*
 - *What is the historical background to this book? e.g. social, geographical, political, religious context.*
- *An explanation of one key theme in this gospel. Illustrate your theme with at least one example from the gospel text. (300-400 words)*
- *A conclusion explaining why you think this theme is relevant for today generally and your small group in particular. Think of it as the response you might give a group member who asks, 'why are we studying this particular gospel?' (200-300 words)*

1 (b) Individual		A LEVEL	B LEVEL	C LEVEL	D LEVEL
WEIGHTING					
Criterion 1 Knowledge	30%	The writer demonstrates a comprehensive understanding of the subject area – covers all aspects in depth and demonstrates a complete mastery of the subject	The writer demonstrates a full understanding of the subject area – covers all aspects with some depth and demonstrates a clear mastery of the subject	The writer demonstrates an adequate understanding of the subject area – covers some aspects and demonstrates a limited understanding of the subject	The writer does not demonstrate an adequate understanding of the subject area
Criterion 6 Language and Style	10%	The work is fluent	The work is clear	The language and style is fair but paragraphing or punctuation is inconsistent	The language does not convey meaning
Criterion 7 Referencing	10%	Referencing is accurate according to the required referencing style	Most referencing is accurate according to the required referencing style	Referencing contains inaccuracies	Referencing contains too many inaccuracies
Criterion 8 Apply knowledge & understanding	30%	Excellent clarity of thought, argument, analysis, synthesis, contextualise and/or ability to respond	Very good ability to analyse, argue, synthesise, contextualise and/or respond appropriately	Shows some ability to analyse, argue, synthesise, contextualise and/or respond appropriately	There is little or no evidence of the writer's ability to analyse, argue, synthesise, contextualise and/or respond appropriately.
Criterion 9 Creative presentation	20%	Very effectively tailored to context, highly creative, well organised with excellent use of media	Very good tailoring to context, creative, well organised with good use of media	Some tailoring to context, creativity, organisation and use of media	Little evidence of contextualisation, creativity, organisation and use of media

2: Exegetical Essay:

LO: 1, 2, 3, 4 **Length:** 2000 words 40% of final grade **Due:** 7th June 2019.

Choose one of the passages below:

Matthew 5: 38-48

OR

Galatians 6: 1-10

1. Identify the context of the chosen passage ('behind' and 'inside' the text). (300-400 words)
2. Describe its key features (genre and key words). (300-400 words)
3. Explain two things you found in commentaries that helped you understand the passage. (200-300 words)
4. From your reading in the commentaries, identify a key theme or message. Be sure to illustrate it with examples from the Biblical text. (400-500 words)
5. Finish with a brief summary of the message of the passage and its implications for ministry in your context ('in front' of the text). (300-400 words)

WEIGHTING	TOP OF SCALE	A LEVEL	B LEVEL	C LEVEL	D LEVEL
Criterion 1 Knowledge	30%	The writer demonstrates a comprehensive understanding of the subject area – covers all aspects in depth and demonstrates a complete mastery of the subject	The writer demonstrates a full understanding of the subject area – covers all aspects with some depth and demonstrates a clear mastery of the subject	The writer demonstrates an adequate understanding of the subject area – covers some aspects and demonstrates a limited understanding of the subject	The writer does not demonstrate an adequate understanding of the subject area
Criterion 3 Critical Reflection	20%	There is evidence of outstanding and insightful critical reflection	There is good analysis and evidence of the writer's judgement and reflective perception in their ideas	The argument is acceptable for the most part	There is little or no evidence of analysis or the writer's reflective ideas
Criterion 4 Use of evidence/ resources	20%	The work is supported by provided and additional resources with evidence that is compelling	The work is supported by provided resources with evidence that is relevant	Work is supported by provided resources but these are not always effectively used	The work is not supported by provided resources
Criterion 6 Language and Style	5%	The work is fluent	The work is clear	The language and style is fair but paragraphing or punctuation is inconsistent	The language does not convey meaning
Criterion 7 Referencing	5%	Referencing is accurate according to the required referencing style	Most referencing is accurate according to the required referencing style	Referencing contains inaccuracies	Referencing contains too many inaccuracies
Criterion 8 Apply knowledge & understanding	20%	Excellent clarity of thought, argument, analysis, synthesis, contextualise and/or ability to respond	Very good ability to analyse, argue, synthesise, contextualise and/or respond appropriately	Shows some ability to analyse, argue, synthesise, contextualise and/or respond appropriately	There is little or no evidence of the writer's ability to analyse, argue, synthesise, contextualise and/or respond appropriately.

3. Summative Reflection:

LO: 1, 2, 4 20% of final grade. **Length:** 1,000 words **Due:** 28th June 2019.

Your summative reflection will identify:

- What has been personally challenging about the course and why.
- What you have learned.
- Your 'top four' resources with reasons why you chose them.
- How you have integrated your learning with your own discipleship and ministry.

* Notes to help with your summative reflection:

1. Explanation: To what extent is it clear - with appropriate detail? Does your reflection show that you are asking robust questions of yourself in relation to the content of the course?
2. Reflection: To what extent is there relevant engagement with the content of the course? Is your reflection perceptive and self-aware?
3. The reasons for choosing your resources need to demonstrate robust engagement with them as potential resources for future use in ministry.
4. Does your reflection give evidence that your learning has affected your own inner world? Have you integrated different areas of learning effectively for ministry?

WEIGHTING		A LEVEL	B LEVEL	C LEVEL	D LEVEL
Criterion 3 Critical Reflection	30%	There is evidence of outstanding and insightful critical reflection	There is good analysis and evidence of the writer's judgement and reflective perception in their ideas	The argument is acceptable for the most part	There is little or no evidence of analysis or the writer's reflective ideas
Criterion 4 Use of evidence/resources	20%	The work is supported by provided and additional resources with evidence that is compelling	The work is supported by provided resources with evidence that is relevant	Work is supported by provided resources but these are not always effectively used	The work is not supported by provided resources
Criterion 6 Language and Style	5%	The work is fluent	The work is clear	The language and style is fair but paragraphing or punctuation is inconsistent	The language does not convey meaning
Criterion 7 Referencing	5%	Referencing is accurate according to the required referencing style	Most referencing is accurate according to the required referencing style	Referencing contains inaccuracies	Referencing contains too many inaccuracies
Criterion 14 Personal reflection	40%	Highly discerning, perceptive and insightful, evidencing deep and wide-ranging self-understanding	Very discerning, perceptive and insightful, evidencing sound self-understanding	Some evidence of discernment, perceptiveness, insight and self-understanding	Little or no evidence of perceptiveness, insight and self-understanding.

BIBLIOGRAPHY

NB. Key books are in bold. * Books are on reserve.

Reference

Achtemeier, Paul J. ed. *The Harper Collins Bible Dictionary*. Rev. ed. NY: HarperCollins, 1996.

Freedman, David Noel, ed. *Eerdmans Dictionary of the Bible*. Grand Rapids, MI: Eerdmans, 2000.

*** Sakenfeld, Katharine Doob, ed. *The New Interpreter's Dictionary of the Bible*. Nashville, TN: Abingdon Press, 2006.**

Wendt, Harry. *See Through the Scriptures*. 3rd ed. Minneapolis, IN: Crossways International, 2004.

Exegesis and Interpretation:

Boxall, Ian. *SCM Study guide New Testament Interpretation*. Norwich: SCM Press, 2007.

Bible and Transformation: The Promise of Intercultural Bible Reading. Atlanta, GA: SBL Press, 2011.

Fisk, Bruce N. *A Hitchhiker's Guide to Jesus: Reading the Gospels on the Ground*. Grand Rapids, MI: Baker Academic, 2011.

Gooder, P., Ed. *Searching for Meaning: An Introduction to Interpreting the New Testament*. Louisville, KN: SPCK, 2008.

*** Gorman, Michael J. *Elements of biblical exegesis: a basic guide for students and ministers*. Grand Rapids, MI: Baker Books, 2010**

Global Perspectives on the Bible. Boston, MA: Pearson, 2014.

Ruiz, Jean-Pierre. *Readings from the Edges: The Bible and People on the Move*. Maryknoll, NY: Orbis Books, 2011.

* Segovia, Fernando F., and R.S. Sugirtharajah, eds. *A Postcolonial Commentary on the New Testament Writings*. London: T.& T. Clark, 2007.

Soundings in Cultural Criticism: Perspectives and Methods in Culture, Power, and Identity in the New Testament. Minneapolis, MN: Fortress Press, 2013.

* Sugirtharajah, R.S. (ed.) *Voices from the Margin: Interpreting the Bible in the Third World*. Revised and expanded third edition. Maryknoll, NY: Orbis, 2006.

Tate, W. Randolph. *Biblical Interpretation: An Integrated Approach*. 3rd ed. Peabody, MA: Hendrickson Publishers, 2008.

Witherington, Ben. *Reading and Understanding the Bible*. New York: Oxford University Press, 2015.

New Testament: general

*** Achtemeier, P. J., J. B. Green and M. M. Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids, MI: Eerdmans, 2001.**

Adams, Edward. *Parallel Lives of Jesus: Four Gospels, One Story*. London: SPCK, 2011.

Aune, D. E., Ed. *The Blackwell Companion to the New Testament*. Blackwell Companions to Religion. Chichester: Wiley-Blackwell, 2010.

*** Bailey, Kenneth E. *Jesus Through Middle Eastern Eyes: Cultural Studies in the Gospels*. Downers Grove, IL: IVP, 2008**

*** Bailey, Kenneth E. *Paul Through Mediterranean Eastern Eyes: Cultural Studies in 1 Corinthians*. Downers Grove, IL: IVP, 2011**

Boxall, Ian. *SCM Study guide to the Books of the New Testament*. London: SCM Press, 2007.

Drane, J. *Introducing the New Testament*. Oxford: Lion Hudson, 2010. *It is recommended that you buy this text. There is also a class set of 10 books in the John Kinder Library.*

Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Writings*. 4th ed. Oxford: Oxford University Press, 2008 (the first three editions are also useable, 1997, 2000, 2004).

Elwell, Walter A. & Robert W. Yarbrough. *Encountering the New Testament: A Historical and Theological Survey*. 2nd ed. Grand Rapids: Baker Academic, 2005 (this edition includes an interactive CD Rom that has helpful maps and picture; you can use it on the library computers).

Gooder, Paula. *The Bible: A Beginner's Guide*. London: Oneworld, 2013.

Johnson, Luke Timothy. *The New Testament: A Very Short Introduction*. Oxford: Oxford University Press, 2010.

*** Marshall, C. *Kingdom Come: The Kingdom of God in the Teaching of Jesus* (Auckland: Impetus Publications, 1993). Chinese language translation 2007 (Hong Kong: FES Publishing). Republished by Wipf and Stock, 2015.**

Moloney, Francis J. *Reading the New Testament in the Church: A Primer for Pastors, Religious Educators, and Believers*. Grand Rapids, MI: Baker Academic, 2015.

*** Marshall, I. H. *A Concise New Testament Theology*. Downers Grove, IL: IVP Academic, 2008.**

*** Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids, MI: Baker Academic, 2009. This is another good book to buy – either Drane OR Powell – not both.**

Smith, Daniel Lynwood. *Into the World of the New Testament: Greco-Roman and Jewish Texts and Contexts*. London: Bloomsbury, 2015.

See also: NIV Application Commentaries, Bible Speaks Today, Bible for Everyone, and Teach the Text commentaries and other book-specific commentaries in the John Kinder Library.

Other Resources

<http://ntgateway.com>

www.biblewalks.com

See also excellent presentations by scholars on various New Testament books and topics on the St John's Nottingham Video Timeline Project. You can access many of these on YouTube or via the Library portal to St John's Nottingham College.

<http://www.youtube.com/playlist?list=PL37EC6EF01F61BA4A>