

**NT 1003: SCRIPTURE II: INTRODUCTION TO NEW TESTAMENT  
SPRING 2019**

Louisville Seminary  
Thursday, 1:30-4:20pm  
Schlegel 122

**INSTRUCTOR**

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**CATALOG COURSE DESCRIPTION**

Scripture II is primarily a survey course designed: (a) to initiate students in the basic matters of NT and early Christian studies; and (b) to lay a foundation for all advanced work in the area. The course covers the intertestamental period, the NT world, the formation of the canon, and the books of the NT. With regard to each book of the NT, the course, as far as possible, treats the literary shape, the social context and the theological concerns of the documents.

**LEARNING GOALS**

Upon successful completion of this course, students will be able to:

- ✓ recall the contents and responsibly interpret the English text of the New Testament with greater fluency and competency (SLO 2, 5);
- ✓ identify important New Testament topics and theological themes in constructive connection with their own religious tradition(s) and identified interpretive concerns (SLO 3);
- ✓ understand ways in which the New Testament has been interpreted in Christian traditions other than their own (QEP-SLO 1b);
- ✓ articulate important elements of at least one religious tradition other than Christianity (i.e., Judaism) (QEP-SLO 1a); and
- ✓ recognize and refute ways in which the New Testament has been interpreted in support of systemic injustice (SLO 4).

**REQUIRED TEXTS**

- (1) A scholarly edition of the NRSV, such as one of the following:
  - (a) *The New Oxford Annotated Bible with Apocrypha: New Revised Standard Version with the Apocrypha*. 5th ed. Edited by Michael Coogan et al. New York: Oxford University Press, 2018. ISBN: 019027607X.
  - (b) *The HarperCollins Study Bible: New Revised Standard Version, Including the Apocryphal/ Deuterocanonical Books*. Rev. ed. Edited by Harold W. Attridge et al. San Francisco: HarperSanFrancisco, 2006. ISBN: 006078685X.
  
- (2) Brown, Raymond E. *An Introduction to the New Testament*. Abridged ed. Edited by Marion L. Soards. Anchor Yale Bible Reference Library. New Haven: Yale University Press, 2016. ISBN: 0300173121. [=Brown/Soards]

## **COURSE REQUIREMENTS**

- (1) **Attendance and Participation** (10% of final grade)
  - (a) Success in this course and the caliber of conversation in class depend on the thoughtful participation of all participants. Together we will cultivate a brave learning space in which all voices are welcome and all viewpoints charitably and constructively engaged. If students have questions regarding what constitutes sufficient participation, they should ask the Instructor.
  - (b) Failure to participate sufficiently or to attend class regularly will impact the final course grade negatively. See the Attendance Policy section below.
  
- (2) **Pop Quizzes on Readings** (15% of final grade)
  - (a) In order to reward students for studying assigned texts carefully in preparation for class and to encourage the building of a common foundation for discussion, a few short pop quizzes (approx. 3-5) will be given at the beginning of class over the semester. I repeat: believe it or not, these really are intended to be rewarding and catalytic, not punitive.
  - (b) Pop quizzes will not be cumulative but will focus entirely on the primary sources (i.e., NT) and NOT secondary sources (i.e., Brown/Soards) assigned for a week in the Course Schedule. They will cover basic, conspicuous details of the readings, not minutiae. Their typical format will include true/false, multiple choice, fill in the blank, and/or short answer questions.
  - (c) Pop quizzes must be taken at the beginning of class. All pop quizzes will be collected at the same time (i.e., approx. 10 minutes after initial circulation). Missed pop quizzes cannot be made up. The lowest pop quiz score will be dropped from the calculation of final course grades.
  - (d) Dates: Surprise!! However, in order to assist students with getting up to speed at the beginning of the semester, there will not be a pop quiz on Feb. 7 or Feb. 14.
  
- (3) **Geography Quiz** (5% of final grade)
  - (a) Early in the semester, a straightforward, short quiz will be given in class on the geography of the Mediterranean world. In order to prepare for this quiz, you should study the “Map of Palestine in New Testament Times” and the “Map of the Mediterranean Region in New Testament Times” in Brown/Soards (pp. xxv and xxvi, respectively). A list of geographical sites to be memorized will be circulated and posted to CAMS at least one week before the quiz  
As in the case of pop quizzes, the geography quiz must be taken at the beginning of class. All geography quizzes will be collected at the same time (i.e., approx. 10 minutes after initial circulation). A missed geography quiz cannot be made up.
  - (b) Date: Thursday, February 21
  
- (4) **Micro-Exegesis Papers #1-2** (2-3 double-spaced pages each; together, 50% of final grade)
  - (a) Focusing on (1) the text assigned below, (2) a contemporary interpretive community that matters to them, and (3) a relevant ethical problem, students will state an exegetical thesis with ethical implications and build a short argument supporting it. No secondary sources should be used. Additional instructions for this assignment will be circulated in class and posted to CAMS.
  - (b) Paper #1: Mark 5:21-43 // Due date: Thursday, March 14
  - (c) Paper #2: The entire text of Paul’s letter to Philemon // Due date: Thursday, April 25

(5) **Take-Home Final Exam** (20% of final grade)

- (a) Details regarding the exam will be provided in class and posted to CAMS at least two weeks prior to Finals Week.
- (b) Due date: Thursday, May 16

**GRADING SCALE**

A = 94 and above	B- = 80-82	D+ = 67-69
A- = 90-93	C+ = 77-79	D = 63-66
B+ = 87-89	C = 73-76	D- = 60-62
B = 83-86	C- = 70-76	F = 59 and below

**ASSIGNMENT SUBMISSION**

All written assignments must be submitted electronically (i.e., as an email attachment) to the Instructor prior to the beginning of class on the assigned date. Electronic files must be saved and submitted in Microsoft Word DOCX format (not PDF). Improperly formatted assignments will be returned for revision according to the formatting guidelines listed below and resubmission within 24 hours. Assignments that are not promptly revised and resubmitted will not be graded and will earn the grade of zero (0).

Hard copies of written assignments are not a sufficient alternative or indication of work completed and will not be accepted.

**DEADLINES / LATE PENALTIES / EXTENSIONS**

All assignments are due on the dates listed in the Course Schedule. Although it cannot be rewarded, early submission is encouraged and appreciated.

Late submission of written course assignments will be accepted with the following penalties: after the beginning of class but within 24 hours, reduction of one full letter grade (i.e., A- to B-); after 24 hours but within 48 hours, reduction of two full letter grades (i.e., A- to C-). Written course assignments submitted over 48 hours late will not be accepted in any circumstances without appropriate documentation and direction from the relevant LPTS administrator. Non-written course requirements, such as quizzes, must be completed on the negotiated date and cannot be rescheduled without appropriate documentation and direction from the relevant LPTS administrator at least 24 hours in advance.

Extensions to deadlines for written course assignments will only be considered in advance (i.e., at least 24 hours prior to a given deadline). They will only be granted in “extraordinary circumstances,” as outlined in the Seminary catalog and according to the procedure explained therein. Truly “extraordinary circumstances” are, by definition, rare.

The geography quiz and pop quizzes must be taken on the date/time that they are given in class and cannot be made up. As described above, a student’s lowest pop quiz score will be dropped, so if they are absent on one day when a pop quiz is given, their final course grade will not be affected by their one missed pop quiz. However, missing more than one pop quiz will inevitably lower a student’s final course grade.

**FORMATTING OF WRITTEN ASSIGNMENTS**

The following guidelines must be followed in formatting all written assignments:

- ✓ Title page indicating student name, assignment, course, date.
- ✓ One-inch (1”) margins on top, bottom, left, and right of all pages.
- ✓ All text formatted in Times New Roman 12-point font, black color.

- ✓ One line break between paragraphs, with first lines indented half an inch (0.5”).
- ✓ Double-spaced, except for block quotations, which must be single-spaced and indented half an inch (0.5”).
- ✓ Align all text on the left. Do not right justify any text.
- ✓ Page numbers indicated in Arabic numerals (1, 2, 3...) at the bottom of all pages except title page. The main body of a paper begins with page 1.
- ✓ Bibliographies are not needed for the Micro-Exegesis Papers, because no works should be cited, as described above.

## **USE OF INCLUSIVE LANGUAGE<sup>1</sup>**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible’s images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

## **ACADEMIC HONESTY**

All work turned in is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another’s language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

## **SPECIAL ACCOMMODATIONS**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the Instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the Instructor.

## **CITATION POLICY**

Citations in student papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

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<sup>1</sup> The Use of Inclusive Language, Academic Honesty, Special Accommodations, Citation Policy, and Attendance Policy sections are excerpted from the LPTS Faculty Handbook, amended as appropriate.

*The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

### **ATTENDANCE POLICY**

According to the Seminary catalog, students are expected to attend all class meetings. Attendance will be taken at the beginning of each class session. Our class only meets once per week, which makes regular attendance all the more important. Because scheduling conflicts, illnesses and, occasionally, true emergencies happen, though, each student is allowed one (1) absence without penalty or need for explanation. However, a second absence (even a partial absence!) will automatically result in a 10% reduction in the final course grade (i.e., A- to B-). Three or more absences (i.e., 1/4 of the course) will result in a failing course grade (F). Habitual tardiness will be considered unexcused absence.

### **ELECTRONIC DEVICES IN CLASSROOM POLICY**

Out of respect for each other and the learning environment, please refrain from activity on electronic devices that is unrelated to our work together. This policy intentionally allows for electronic engagement with assigned readings and other course materials. However, if you need to answer email, tweet, post on Instagram, text, return a call, listen to a voicemail, check your stock portfolio, etc., please do so during the break or after class. Repeated violations of this policy will result in a student being asked to leave the classroom for the remainder of the session.

### **EMAIL POLICY**

As outdated as it might seem, the preferred means of electronic communication between students and the Instructor outside of class is email. I can only respond to emails sent to my LPTS address. Please allow at least 48 hours before following up, especially over a weekend.

### **OFFICE HOURS APPOINTMENT POLICY**

The Instructor is available and eager to meet with students by appointment during regularly scheduled office hours in order to build relationship and support student learning. To schedule an appointment, please visit <https://calendly.com/jsoyars> and make a selection that meets your needs in terms of type, date, and time. If you are unable to keep and must change an appointment, please do so via the message from Calendly that you will receive upon initially scheduling the meeting.

## COURSE SCHEDULE

*Please note: This schedule is subject to change. Any changes will be announced in advance and described in writing.*

Class	Date	Topic(s)	Primary Source(s)	Focus Passage	Brown/Soards	Assignment Due	
1	Feb. 7	<b>Backgrounds</b>	–	–	Ch. 1, 2, 3, 4, 5, 15; Appendix I-II		
2	Feb. 14	<b>Synoptic Gospels</b>	Mark	Mark 1:1-28	Ch. 6, 7		
3	Feb. 21		Matthew	Matt 15:1-28	Ch. 8	<b>Geography Quiz</b>	
4	Feb. 28		Luke	Luke 7:36-8:3	Ch. 9		
5	Mar. 7	<b>Fourth Gospel</b>	John	John 9:1-41	Ch. 11		
6	Mar. 14	<b>Acts</b>	Acts	Acts 2:14-41	Ch. 10	<b>Micro-Exegesis Paper #1</b>	
–	Mar. 21	<b>No Class: Research and Study Week</b>					
7	Mar. 28	<b>Pauline Letters</b>	1 Thessalonians Galatians Philippians Philemon	Gal 3:1-29	Ch. 16, 17, 18, 19, 20, 21		
8	Apr. 4		1 Corinthians 2 Corinthians Romans	Rom 11:1-36	Ch. 22, 23, 24		
9	Apr. 11	<b>Pseudepigraphic Pauline Letters</b>	2 Thessalonians Colossians Ephesians	Eph 5:22-6:9	Ch. 25, 26, 27, 28		
–	Apr. 18	<b>No Class: Holy Week</b>					
10	Apr. 25	<b>Pastoral Epistles</b>	Titus 1 Timothy 2 Timothy	1 Tim 3:1-16	Ch. 29, 30, 31	<b>Micro-Exegesis Paper #2</b>	
11	May 2	<b>Hebrews, Catholic Epistles</b>	Hebrews James 1 Peter 2 Peter Jude	Jas 2:14-26	Ch. 32, 33, 34, 35, 36		
12	May 9	<b>Johannine Literature: Letters and Revelation</b>	1 John 2 John 3 John Revelation	Rev 21:1-22:5	Ch. 12, 13, 14, 37		
–	May 16						<b>Take-Home Final Exam</b>