



NT 501 *New Testament Foundations* (3 credit hours)
Fall 2004
Instructor: Kenneth A. Fox

Contacting the Instructor

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Class Times:	Thursday, 14:30 – 17:15
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Course Description

This course offers an introduction to the content, context, and interpretation of the New Testament. As such it concentrates on the following two components:

- 1 A comprehensive introduction to indispensable exegetical tools. These methods can be used in reading, interpreting, and applying the New Testament
- 2 A foundational survey of the New Testament writings. We give particular attention to the respective historical settings, persuasive designs, and theological content of the four Gospels, Acts, Letters, and Revelation

This introductory course lays the foundation for the study of the New Testament at Canadian Theological Seminary and is a prerequisite for all other New Testament courses offered by CTS.

Course Objectives

At the successful completion of this introductory course, each student is expected to have achieved competence in the following seven areas:

- 1 Proficiency in the exegesis of the New Testament using a clearly articulated method of Bible study

- 2 Understanding of the reasons why each of the New Testament books was written
- 3 Comprehension of major theological themes found in each New Testament book
- 4 Aptitude in applying the teaching of the New Testament in solving problems faced in Christian life and the world today
- 5 Competence to express her or his views verbally and guide others in reflecting on the course textbooks in group discussion
- 6 Appreciation of the mission and ministry of Jesus and Paul in relation to God's kingdom purposes and their mission and ministry may impact the student's spiritual formation and sense of vocation and identity in Christ

Required Texts

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Second edition. Chicago: University of Chicago Press, 2003. ISBN: 0226065685

Klein, William W., Craig L. Blomberg, Robert L. Hubbard. *Introduction to Biblical Interpretation*. Revised and Updated. Dallas: Word, 1993. ISBN: 0785252258

Snyder, Howard A. *The Community of the King*. Revised Edition. Downers Grove: IVP, 2004. ISBN: 0830827498

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. Sixth Edition. Chicago: University of Chicago Press, 1996. ISBN: 0226816273

On reserve

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Second edition. Chicago: University of Chicago Press, 2003.

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Course Requirements

Discussion Groups (25%)

There will be ten discussion times of approximately 30-45 minutes each during the course. These discussions have four purposes:

- 1 to challenge students to develop their critical, thinking skills as they reflect, in a group-context, on the content of the course textbooks
- 2 to enable students to improve their skills in developing theological arguments and to express their views verbally in group discussion
- 3 to empower students to foster their ability in leading fellow students in group discussion
- 4 to encourage students to listen respectfully and tolerantly to views not their own

In the second class, students will be divided into groups of five. They will discuss what will make for a successful discussion time. Students will establish a way to contact each other outside of class (exchanging email addresses is easiest). They will also assign themselves the weeks for which they will be responsible for leading the discussion.

Responsibilities of the student as group leader. Twice during the course each student will lead the group discussion. The group leader has three responsibilities:

- 1 In advance of the leader's turn, the leader will submit two or three questions to the other group members (presumably by email) based on the readings assigned for the week for which they are responsible. This means that the leader must read the material for which they are assigned prior to the other group members reading the material
- 2 During the group discussion, the group leader's responsibility is to guide the discussion and keep it on track. The group leader should not prepare a mini-lecture. The leader may choose to use some of the questions prepared in advance or use questions provided by the professor

- 3 After the discussion, the leader will assign a participation grade for each student and submit the grade to the teacher (grade from one to four, with four being highest). Base the grade on the following criteria:
- Begin with a low grade for each student and work upward
 - If a student's comments during the discussion reflected an informed reading of assigned material, allocate a higher grade
 - If the student has contributed their fair share (not too much, not too little), allocate a higher grade
 - Consider giving a grade of three/four to a student who has contributed competently with respect to the above two criteria
 - Consider giving a grade of two/three to a student who has contributed capably with respect to one of the above two criteria and passably with respect to the other criterion
 - If a student has dominated discussion in inappropriate ways, reduce their grade
 - If a student has not contributed or contributed only minimally, assign a zero or one
 - If a student has contributed but their contributions were not informed by a careful reading of the material, assign a zero or one
 - Always keep in mind this question: Has your discussion of the textbook led to a better understanding of the textbook and to a critical interaction with it?

Responsibilities of the student as group participant. Students should come each week having read the assigned materials carefully and reflectively. Since the group leader may use some of the questions distributed in advance, it may be wise to think about those questions. In addition, students should come with their own questions and comments based on the readings.

Responsibilities of the professor. The professor may provide some additional discussion questions. The groups are free to use or not use these questions in their discussions.

Thematic Paper on the Kingdom of God (25%)

Students are to write a six-seven page (double-spaced) thematic paper on the concept of the Kingdom of God in the New Testament. The aim of this assignment is for the student to come to an appreciation of the role that the Kingdom of God played in the ministry and mission of Jesus and Paul and how that understanding of the kingdom can transform their ministries today.

Students are to come to their own understanding of the concept of the Kingdom of God through exegeting several key passages in the New Testament that deal with the Kingdom. Students will also enter into dialogue with the view of Snyder (*The Community of the King*).

NO OTHER SECONDARY SOURCES MAY BE USED

DUE Date: The evening your group meets at the professor's home

Philippians Exegetical Study (25%)

Students will prepare a six-seven page exegetical paper (double-spaced) on the overall content and structure of Philippians. The paper will have four parts:

- 1 In part one, select one paragraph from the letter and list your observations on that passage
- 2 In part two, analyze the argumentative structure of the entire letter, by paying attention to how each paragraph functions in the letter
- 3 In part three, select another paragraph from the letter and do a grammatical analysis of it
- 4 In part four, do at least two word studies of key words in the letter

Come to class on November 18 to share your study with your group. Each member of the group will be allowed five minutes to share some important insights from their study. Teaching on the methods to be used will be given in class.

NO SECONDARY SOURCES MAY BE USED

Due date: November 18

Exegetical paper (25%)

Students will write an exegetical paper of six-seven pages (double-spaced) on a passage of about a paragraph in length from anywhere in the New Testament. Guidelines for the researching and writing of the exegetical paper will be distributed in class. These guidelines should be followed closely. Secondary sources will be used for this paper.

Due date: December 16

Course Grade

The grading scale can be found on page twelve of the *Canadian Theological Seminary 2004-2005 Academic Calendar*.

Students meeting satisfactorily the course requirements will attain a B range grade for the course. To achieve an A range grade, students must exceed qualitatively (as opposed to quantitatively) the course expectations.

To achieve an A range grade, the thematic and exegetical papers must be informed by a careful application of parts of the course textbooks, *The Craft of Research* and *A Manual for Writers of Term Papers, Theses and Dissertations*. In addition, all your written reports (where applicable) must show progress towards excellence in the following four areas:

- 1 Demonstrate critical and independent thinking
- 2 Show that you can identify and solve significant problems relating to your topic or passage of Scripture
- 3 Display aptitude in summarizing and critiquing secondary sources
- 4 Communicate the results of your research effectively in written form. The *Craft of Research* will be indispensable here

The course grade will consist of the following four components:

Discussion Groups	25%
Philippians Book Report	25%
Thematic Paper on the Kingdom of God	25%
Exegetical paper	25%

Important Notes

- Last day to enter course without permission and/or voluntarily withdraw from course without financial penalty: September 17
- Last day to voluntarily withdraw from course or change to audit without academic penalty: November 10
- *Policy on extensions.* Students may not turn in coursework after the date of the scheduled class, Thursday December 16, unless they have received permission for a “Course Extension.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office two weeks prior to examination week, Friday, November 26. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.” All written assignments turned in after the final examination must be submitted to the switchboard on the sixth floor
- *Plagiarism and Academic Dishonesty Policy.* The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean

Course Schedule

Week		
1	Sept 9	Introduction to Course and Textual Criticism
2	Sept 16	<i>Teaching:</i> Gospel of Matthew
3	Sept 23	<i>Teaching:</i> Gospel of Mark
4	Sept 30	<i>Teaching:</i> Gospel of Luke/Book of Acts Group #1: <i>Introduction to Biblical Interpretation</i> , chaps. 1-2
5	Oct 7	<i>Teaching:</i> Gospel of John and 1-3 John Groups #2: <i>Introduction to Biblical Interpretation</i> , chaps. 3-4
6	Oct 14	<i>Teaching:</i> Romans and Galatians Groups #3: <i>Introduction to Biblical Interpretation</i> , chap. 5
7	Oct 21	NO CLASS – to be rescheduled at professor’s home Group #4: <i>Community of the King</i> , chaps. 1-6 Group #5: <i>Community of the King</i> , chaps. 6-11 Thematic paper on the Kingdom of God due
	Oct 28	NO CLASS – Community Days
8	Nov 4	<i>Teaching:</i> Corinthian Correspondence Group #6: <i>Introduction to Biblical Interpretation</i> , chap. 6
	Nov 11	NO CLASS – Remembrance Day/Mid-term break
9	Nov 18	<i>Teaching:</i> Ephesians, Philippians, Colossians, Philemon Group #7: <i>Introduction to Biblical Interpretation</i> , chap. 7 Philippians book report due
10	Nov 25	Group #8: <i>Introduction to Biblical Interpretation</i> , chap. 10 Group #9: <i>Introduction to Biblical Interpretation</i> , chap. 11 Group #10: <i>Introduction to Biblical Interpretation</i> , chap. 12
11	Dec 2	<i>Teaching:</i> Rest of New Testament
	Dec 16	NO CLASS Exegetical paper due