



NT 501 *New Testament Foundations* (3 credit hours)  
Fall 2005  
Instructor: Kenneth A. Fox

## Contacting the Instructor

|                 |  |
|-----------------|--|
| Office:         | Room 713   |
| Office Phone:   | 403 410 2939 ext 7903                                |
| Class Times:    | Fridays, 8:15 – 11:00                                |
| Class Location: | TBA  |
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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 six areas:

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

- 2 Understanding of the reasons why the New Testament books were 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 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.

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

Marshall, I. Howard, S. Travis, and I. Paul. *Exploring the New Testament*. Volume 2, *A Guide to the Letters and Revelation*. Downers Grove: IVP, 2002.

Wenham, David, and Steve Walton. *Exploring the New Testament*. Volume 1, *A Guide to the Gospels & Acts*. Downers Grove: IVP, 2001.

### On reserve

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

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

Kohlenberger III, John R., E. W. Goodrick, and J. A. Swanson. *The Greek—English Concordance of the New Testament*. Grand Rapids: Zondervan, 1997.

Marshall, Alfred, *The Interlinear NRSV-NIV Parallel New Testament in Greek and English*. Grand Rapids: Zondervan, 1994.

Mounce, William D. *The Analytical Lexicon to the Greek New Testament*. Grand Rapids: Zondervan, 1993.

## Course Requirements

### *Discussion Groups (25%)*

There will be ten in-class, discussion times of approximately 45 minutes each. Students will discuss portions of the course textbooks *Introduction to Biblical Interpretation* and *Exploring the New Testament (2 Vols.)*. 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 Gospel and the textbook
- 2 to enable students to improve their skills in developing theological arguments and 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 or six. In groups, students will discuss together what makes for an excellent discussion. They will also assign themselves the weeks for which they will be responsible for leading the discussion.

*Responsibilities of the group leader.* Once or twice during the course each student will lead the group discussion. The group leader has two responsibilities:

- 1 During the group discussion, the group leader's responsibility is to guide the discussion and keep things on track. The group leader should not prepare a mini-lecture. The leader may choose to use some of the questions prepared in advance
- 2 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:
  - 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
  - If a student has dominated discussion in inappropriate ways, reduce their grade

- If a student has not contributed or contributed only minimally, assign a low grade
- If a student has contributed but their contributions were not informed by a careful reading of the material, assign a low grade
- *Most importantly, has the discussion 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 will do his best to provide discussion questions, which group leaders may use or not.

### *Philippians Exegetical Study (25%)*

Students will prepare a seven page exegetical study on the overall content and structure of Philippians. The paper will have four parts:

- 1 *Observe and Question.* Select one paragraph from the letter and list your observations and questions on that passage (see steps four and five of "Fifteen Steps")
- 2 *Argumentative Structure.* Analyze the argumentative structure of the entire letter, by paying attention to how each paragraph functions in the letter (see step nine of "Fifteen Steps"). At the end of this study summarize in one or two paragraphs what you consider to be the purposes of Philippians
- 3 *Syntactical Analysis.* Select a paragraph from the letter and do a detailed syntactical analysis of it (see step eleven of "Fifteen Steps")
- 4 *Word Study.* Do at least two word studies of key words in the letter (see step twelve of "Fifteen Steps")

**NO SECONDARY SOURCES MAY BE USED APART FROM A  
CONCORDANCE FOR WORD STUDIES**

**DUE DATE: October 7**

### *Final examination (25%)*

The examination will be based on class lectures and reading of the textbooks. *The professor will tell students all the questions that will appear on the final exam.* The examination will probably consist of short-answer questions.

Date: During final examination period

### *Exegetical paper (30%)*

Students will write an exegetical paper of seven-eight 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. Come to class on November 18 able to share for three-four minutes key findings from your paper with your group.

DUE DATE: November 18

### Course Grade

|                         |     |
|-------------------------|-----|
| Discussion Groups       | 25% |
| Philippians Book Report | 25% |
| Exegetical paper        | 25% |
| Final Examination       | 25% |

Full attendance is expected. Absenteeism will be calculated into the final grade.

### Important Notes

- *Craft of Research Seminar.* This seminar, though not required, will be useful for researching, writing, and revising the exegetical paper for this course. Bring your copy of the book and a hi-liter to the seminar
- Submit all written work with your mailbox number in large font at the top center of the title page. *Papers will returned only to student mailboxes*
- Last day to enter course without permission and/or voluntarily withdraw from course without financial penalty: September 16
- Last day to voluntarily withdraw from course or change to audit without academic penalty: November 16

- *Policy on extensions.* Requests for a course extension must be submitted to the Registrar's Office by December 14. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control." All written assignments turned in after December 14 must be submitted to the switchboard on the sixth floor. The professor will not accept any written work after December 14 unless permission has been granted from the registrar's office
- *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 | Methodologies and Authority of the Bible  |
| 3    | Sept 23 | Gospel of Matthew<br>Group #1: <i>Guide to the Gospels &amp; Acts</i> , chaps 2, 10   |
| 4    | Sept 30 | Gospel of Mark<br>Group #2: <i>Guide to the Gospels &amp; Acts</i> , chap 9<br><i>Intro to Biblical Interpretation</i> , chap. 2  |
| 5    | Oct 7   | Gospel of Luke<br>Group #3: <i>Guide to the Gospels &amp; Acts</i> , chaps 8, 11<br><b>Philippians book report due</b>  |
| 6    | Oct 14  | Gospel of John, Letters of John<br>Group #4: <i>Guide to the Gospels &amp; Acts</i> , chap 12-13<br><i>Guide to the Letters &amp; Revelation</i> , chap. 20               |
| 7    | Oct 21  | Book of Acts  |
| 8    | Oct 28  | Romans<br>Group #5: <i>Intro to Biblical Interpretation</i> , chaps. 3-4  |
| 9    | Nov 4   | 1-2 Corinthians<br>Group #6: <i>Guide to the Letters &amp; Revelation</i> , chaps. 6-7  |
|      | Nov 11  | MID-SEMESTER BREAK (no class)   |
| 10   | Nov 18  | Other Pauline Letters<br>Group #7: <i>Guide to the Letters &amp; Revelation</i> , chaps.14-15<br><b>Exegetical paper due</b>  |
| 11   | Nov 25  | Class rescheduled at professor's house<br>Group #8: <i>Intro to Biblical Interpretation</i> , chap. 7<br>Group #9: <i>Intro to Biblical Interpretation</i> , chaps. 10-11 |
| 12   | Dec 2   | Hebrews, James, 1-2 Peter, Jude<br>Group #10: <i>Guide to the Letters &amp; Revelation</i> , chaps. 16-19   |
| 13   | Dec 9   | Book of Revelation  |