

TORONTO



CANADIAN
THEOLOGICAL
SEMINARY

Alliance University College

NT501-E New Testament Foundations (3)
Winter 2007

Instructor: Dr. Kenneth A. Fox

Contacting the Instructor

Office Phone: 416 679 8080

Class Times:

Weekend #1		Weekend #2	
Thursday February 1	7 – 10 pm	Thursday March 1	7-10 pm
Friday February 2	7 – 10 pm	Friday March 2	7-10 pm
Saturday February 3	9 – 4 pm	Saturday March 3	9 – 4 pm

Class Location: CTS—Toronto
30 Carrier Drive, Suite 204
Etobicoke, ON

Email Address: kfox@auc-nuc.ca

Course Description

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

- 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 – Toronto and is a prerequisite for all other New Testament courses offered at 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 Understanding of the reasons why each of the New Testament books was written
- 2 Comprehension of major theological themes found in each New Testament book
- 3 Proficiency in the exegesis of the New Testament using a clearly articulated method of Bible study
- 4 Aptitude in applying the teaching of the New Testament in solving problems faced in Christian life and the world today
- 5 Ability to reflect self-critically upon his or her own theological views, the views of the teacher, the textbooks, and fellow students
- 6 Competence to express her or his views verbally and guide others in reflecting on the course content in group discussion
- 7 Appreciation of the mission and ministry of Jesus in relation to God's kingdom purposes and how this may impact the student's spiritual formation and sense of vocation and identity in Christ

Required Textbooks

Get both books at a good price from chapters.ca

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. ISBN: 0785252258

Course Requirements

Philippians Exegetical Study (25%)

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

- 1 *Observe and Question.* Select a couple sentences from the letter and list your observations and questions on that passage
- 2 *Argumentative Structure.* Analyze the argumentative structure of the entire letter, by paying attention to how each paragraph functions in the letter. At the end of this study summarize in one or two paragraphs what you consider to be the purposes of Philippians. This portion of the assignment will take 80% of the work for the entire assignment
- 3 *Syntactical Analysis.* Select a paragraph from the letter and do a detailed syntactical analysis of it
- 4 *Word Study.* Do at least two word studies of key words in the letter

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

DUE DATE: Thursday March 1

Group discussion (25%)

Each group will arrange to meet twice for three hours each on their own, to discuss the content of *Introduction to Biblical Interpretation*. These discussions have five purposes:

- 1 aid students in mastering the content of the course textbook
- 2 challenge students to develop their critical, thinking skills
- 3 enable students to improve their skills in developing and expressing arguments in a group context
- 4 empower students to foster ability in leading fellow students in discussion
- 5 have students take responsibility for their fellow students' education by mutually supporting one another
- 6 encourage students to listen respectfully to views not their own

During the first weekend, students will be divided into groups of five. They will assign themselves the discussion for which they will be responsible for leading. They will also discuss together what they think will make for a successful discussion when they meet together.

Responsibilities of the student as leader. The group leader has two responsibilities during their thirty-minute discussion:

- 1 During the group discussion, the leader's responsibility is to guide the discussion and keep it on track. *The group leader should not prepare a mini-lecture.* For the discussion, the leader may choose to use some of the teacher's questions distributed in the first class and/or develop their own
- 2 After the discussion, the leader will assign a participation grade for each member of the group and submit the grade to the teacher at the end of the class (grade from zero to four, with four being highest). Base the grade on the following criteria:
 - If the 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 a grade of four if the individual has excelled with respect to the above two criteria
 - If the student has dominated discussion in inappropriate ways, reduce their grade
 - If the student has steered the discussion away from the content of the textbook, reduce their grade
 - If the student has not contributed or contributed only minimally, reduce their grade
 - If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade
 - *Has the discussion led to a better understanding of the textbook and to a critical interaction with it?* If not, reduce the grade
 - The average grade should be between 2.5-3.3. Only if the student has excelled, give a 'four'. If the student's contribution is less than adequate, give a grade of 'two' or below

- All grades are confidential (leaders may give fraction grades)

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

Discussion #1 Date: _____

Discussion Leader:

Chapter One: _____

Chapter Two: _____

Chapter Three: _____

Chapter Four: _____

Chapter Five: _____

Due date of grades for discussion #1: Thursday March 1

Discussion #2 Date: _____

Chapter Six: _____

Chapter Seven (pp. 213-246): _____

Chapter Seven (pp. 247-272): _____

Chapter Ten: _____

Chapter Eleven: _____

Due date for grades for discussion #2: Friday May 4

Exegetical Paper (25%)

Students are to write a seven-ten-page, exegetical or thematic paper on a passage or topic in the New Testament. Guidelines will be distributed in class.

Due date: Friday May 4

Final Examination (25%)

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

Final examination: Saturday March 31, 9 – 12 AM at the seminary

Course Grade

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

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. In class we will arrange a time for the seminar