

SYLLABUS

I. Mission of this Course

This New Testament survey course aims at aiding the student in interacting with the biblical text, learning the key themes, message, structure and distinctive features of the New Testament epistles commonly called the General Epistles (Hebrews, James, 1st & 2nd Peter, 1st, 2nd & 3rd John, and Jude) and the Gospel of John.

II. Catalog Description of the Course

A survey of the General Epistles and the Gospel of John, stressing the key cultural, historical, doctrinal, and practical themes.

III. Educational Objectives of the Course

A. *Cognitive Objectives:*

1. The student will gain a basic understanding of the content, structure, background, purpose, and theme of the Bible books covered in the course, as well as to understand Jesus' life and ministry more clearly.
2. The student will develop an ability to interpret the various texts and themes of the General Epistles

B. *Affective Objectives:*

1. The student will grow in appreciation of the value of these New Testament books and the relevance they have in life and ministry for God.
2. The student will broaden his/her view of God as His sovereignty, holiness, love, justice, patience, compassion, and faithfulness (and so much more!) are realized in the study of these New Testament books.

C. *Behavioral Objectives:*

1. The student will deepen his/her walk with the Lord Jesus Christ in light of the spiritual principles taught in these New Testament books, by becoming more Christ-like in personal character.
2. The student will acquire the skill to appropriately and accurately apply the teachings of the New Testament books to one's life and, in turn, be able to confidently teach them to others in ministry, both formally and informally.

IV. Requirements of the Course (325 pts total)

Note: In addition to the required reading the student should plan on one activity due each week of the term (whether a response paper, journal entry, quiz, exam or term project). There shall be no surprises as the coursework is spaced out and can be adequately planned for. Enjoy!

A. Reading Assignments (103 points)

1. *Scriptures Reading* (55 pts)

During the course of the term, the student is required to read through each book of the General Epistles [Hebrews—Jude] and the Gospel of John, ideally before the lectures on that book, and preferably in the order of study in the course.

- ↘ Reading Log 1 will be due Thursday, February 14th, will not be graded, and will serve as a progress report on your reading to date.
- ↘ Reading Log 2 will be due Thursday, March 20th and must be turned in before the Final Exam (8:30am).

Note: one cannot pass this class without fulfilling this requirement. Because familiarity and interaction with the biblical text is so vital to a healthy Christian life, this requirement is essential to the course. Full credit will be given to those who complete this requirement on-time. Partial credit will be given to those who do not complete it on-time; however, an Incomplete grade will be given until this biblical reading requirement is fulfilled. Reading and interacting with the biblical text is a foundational component of CSOM, and thus, of this course.

2. Other Required Readings (48 pts)

Students will receive (upon payment of the cost of copying) a *Course Reading Compilation*, which includes all the required extra-biblical readings for the course. This packet will serve as the course textbook alongside the biblical texts.

- ↘ Each student is encouraged to reading these commentary writings in advance of the lectures for that specific General Epistle and the Gospel of John.
- ↘ Full-credit per the various point values will be earned for readings finished on-time. Half-credit will be earned for those read after the assigned date. (For example, a 4-pt reading would receive 2 points if read *after* the assigned date, or zero is not read at all.)

Recording of progress and final grading for these readings will be recorded on Reading Logs 1 & 2, the second one being graded and due with your Final Exam, Thursday, March 20th.

B. Examinations (120 points)

There will be **three exams** (two midterms and one final) during the course of the term (see term calendar/schedule, page 7). They will cover all the materials covered in the class, including the lectures, the class notes, and the assigned readings, especially emphasizing truths and facts from the biblical text. The exams will consist of mostly

multiple-choice questions, with some short answer, some short essay questions, and perhaps some longer essay questions. (Exam composition subject to change, and will be announced a week before the test.) Each exam will be worth 40 points each.

C. Assignments (90 points)

1. *Devotional Response Papers* (40 points)

Four papers aimed at bringing about personal reflection and spiritual formation. Students have the option to choose to interact with any select four related to the following readings, with no more than two from one single author.

- ↘ See the handout given with the Reading Compilation for Devotional Response Questions.
- ↘ Format for responses: typed, two pages, double-spaced, 1" margins, Times New Roman font, size 11. (Must follow these formatting directions.)
- ↘ See the course schedule for due dates for each of these four devotional response papers. (Note: students may turn in these four papers in any order. Each must be numbered, #1-4, to be clear which assignment is being turned in, and note the letter and title of the article responding to.)

(Four papers, 10 pts each = 40 pts total. Only partial credit will be earned for late papers.)

2. *Research Paper* (50 points)

- i. *Research Paper* – write a **7-10 page** research paper/project on one of the following New Testament letters: Hebrews, James, 1st Peter, 2nd Peter, or 1st John or a portion of the Gospel of John. (Papers on Hebrews should focus on a selected portion of that epistle; papers on the Gospel of John should focus on either chapters 1-4 or chapters 13-17 (or another approved passage) in the context of the rest of the book; papers on the other letters must address the entirety of those writings.)

- ii. The paper will be due on Thursday, March 13th, at the beginning of the first lecture that day (8:40am). See pages 5-6 (Section VIII) of this syllabus for detailed instructions on the paper (be sure to follow specific styling and bibliographic guidelines to receive the highest score possible).

Note: late papers will receive partial credit. Any student who plans to not turn in a paper on the due date must speak in person with the teacher.

D. Attendance & Class Participation (12 points)

CSOM Attendance requirements govern this course.

The student is expected to attend class regularly and participate in the classroom discussions. To facilitate a meaningful learning experience, the teacher reserves the option to direct the content of the lecture times and allow for questions and student

interaction towards that end. The student is also expected to show common courtesy to the professor and to fellow students by being punctual to class, as well as coming prepared (i.e., ready to discuss the assigned biblical and extra-biblical readings) for classroom input. The overall conduct and attitude of the student will be factored into this subjectively-assessed part of the grade, by the teacher, at the end of the term. (12 points)

E. *Extra Credit* (up to 12 points)

- a. Students may choose to do additional reading and/or a fifth devotional response paper. Inquire to your teacher during office hours.
- b. Students can read for a second time the specific chapters from John's Gospel (see Reading Log) for up to 6pts.

V. Grading for the Course, Summary (325 points total)

- A. Reading Assignments (103 points)
 1. Scriptures (55 pts)
 2. Other Required Reading (48 pts)
- B. Exams (120 points)
- C. Assignments (90 points)
 1. Devotional Response Papers (40 pts)
 2. Research Paper (50 pts)
- D. Class Attendance & Participation (12 points)
- E. Extra Credit (up to +12 points)

VI. Grading Scale for the Course

Standard CSOM grading scale.

A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-64
D-	63-60
F	59 and below

VII. Textbooks for the Course

A. *Required:*

The Holy Bible. Written by God, through human agents.

*Your teacher will be using the New King James Version. New International Version, New American Standard, and English Standard Version are acceptable. Paraphrase versions/translations are allowed for reading the Gospel of John, but student shall study and read the General Epistles from an acceptable translation.

Patterson, Jeffrey S. *NT 133 Course Notes (General Epistles)*, 2008. These will be handed out each week of lectures as the course progresses.

NT 133 Course Reading Compilation (General Epistles), 2008. Cost TBA, given upon payment or during first two weeks of lecture. See the title page for list of readings.

B. *Recommended:*

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago: University of Chicago Press, 1996. (ISBN # 0226816273)

*A copy of this book will be available in the classroom.

Other books and authors as noted in the footnotes of the *Course Notes*.

VIII. Instructions for Writing the Research Paper

The student is required to write a **7-10 page** research paper/project on one of the following New Testament letters: Hebrews, James, 1st Peter, 2nd Peter, or 1st John. (Papers on Hebrews should focus on a selected portion of that epistle; papers on the Gospel of John should focus on either chapters 1-4 or chapters 13-17 (or another approved passage) in the context of the rest of the book; papers on the other letters must address the entirety of those writings.) If you wish to refine your topic, or alter it from the selected texts, you must obtain teacher permission beforehand. No exceptions.

For this research paper, the student is required to consult at least **four secondary sources** (e.g., Bible commentaries, Bible introductions or surveys, scholarly books or papers, biblical/theological dictionaries or encyclopedias) in addition to the biblical text for this project.

- A rough draft (typed or neatly hand-written) outline of the selected passage is due on Thursday, January 24th. This outline shall be in standard outline format (Roman numerals, indentations, etc.), and must also include the theme of the book at the top. Each level in the outline should relate in some degree to the overview theme of the letter.

The finalized research paper shall be **typed** on a computer word processing program in Times New Roman font, size 11, with side margins of 1.2", and top and bottom margins of 1.0"; each page shall be numbered at the bottom.

Papers shall have a **title page** and a **bibliography** at the end. Papers that do not meet these criteria may be returned for resubmission in proper form, and will receive a deduction in grade.

The paper should be written in **proper form** and must include footnotes and a bibliography (For proper form, consult Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*).

The paper/project is to include the following elements:

A. *Introductory Issues* (approx. 2-5 pgs.)

1. Authorship
2. Date

3. Background (life-situation of the original readers)
4. Purpose
5. Theme
6. (Or some other pertinent area(s) substituted)

B. *Analysis/Synthesis* (approx. 3-5 pgs.)

1. Analysis (outline)
2. Synthesis (argument) – in sentences, walk us through the book, noting the key concepts, and how they each tie together; this section demonstrates you understand the book (it is a sort of expositional commentary).

C. *Practical Lesson Plan* (approx. 2-3 pgs.)

Choose an audience (youth, men's/women's retreat, seniors, etc.), and write this section as if you were teaching or preaching through this particular book/theme. How would you present this book/theme/scriptures, and what spiritual truths would you emphasize? Be creative and make it relevant to your future ministry. (For example, you could create a lesson plan for a weekend retreat in the mountains with youth about to graduate high school and looking forward to the next chapter in their lives. Be specific.)

D. *Bibliography*

Using one of these acceptable formats: MLA, APA, or Turabian. No exceptions. Students are encouraged to use footnotes in the body of the paper. The bibliographic list is separate, but contains the same list of sources. Students may consult Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, or other resources linked from the course web page.

The paper/project will be graded on the following breakdown (50 pts):

1. Introductory Issues (13 points)
2. Analysis/Synthesis (13 points)
3. Practical Lesson Plans (9 points)
4. Proper Form (i.e., properly documented, spelling, neatness, bibliography) (15 points)

Students are encouraged to consult the Research Paper Grading Scorecard, available in PDF form on the course web page, for specific grading criteria.

Additionally, your teacher has included his own similar paper from a seminary course, as an example in the course reading compilation (this sample paper is much longer, and a bit more technical than is required for this course).