

B. H. Carroll

THEOLOGICAL INSTITUTE

6500 N. Belt Line Rd., Suite 100, Irving, TX 75063

**NEW TESTAMENT I
SCRIPTURE AND WITNESS
SWBLI 5211-1**

Name of Fellow: Matthew E. Baird PhD
Phone Number: 806-240-0272
E-mail: mbaird@bhcarroll.edu

Term: Omega

Year: 2019

Location: Bacon Heights Baptist Church
or Zoom

Mission Statement

B. H. Carroll Theological Institute is a graduate-level community of faith and learning that equips men and women called to serve Christ in the diverse and global ministries of His church.

Vision Statement

Through an integrated network of Fellows, Teaching Churches, and Learning Centers, the Institute seeks to mobilize the priesthood of believers for service in society. It provides, through appropriate media, theological education that is both biblically based and praxis oriented. The Institute develops Christ-centered leaders who are committed to academic excellence, life-long learning, and transformational ministry. The Institute works collegially with other evangelical Christians. Its confessional basis is the consensus of opinion concerning those articles of the Christian faith and practice that have been most surely held and expressed in historic Baptist principles and practices.

Course Description

An introduction to the Gospels. These writings will be studied in terms of historical setting, religious background, literary composition, theological message, and interrelationship with the Old Testament. Two Units.

Competencies

This course is designed to integrate the Christian knowledge, skills, and values needed for effective ministry in today's world. The learning experiences and study programs will relate to competencies in pertaining to the Scripture and Witness Cluster:

- To rely upon the Scripture as the Word of God and the indispensable role of biblical truth for faith and ministry.
- To engage reading strategies in the use of Scripture which enhance personal growth, critical awareness, and lifelong learning.
- To appropriate the historic witness of the Scripture in its ancient setting by adequate study of the literature, history, and culture of the Bible.
- To expound the meaning of biblical texts using proper methods and principles of exegesis informed by historic Christian practice and responsive to current needs.

- To interpret diverse portions of the biblical canon in terms of the whole of Scripture, seeking unity between the two testaments, so that the Bible may function properly in theological reflection and worship by the church.

Goals and Objectives

By the end of the term, a student should be able to demonstrate introductory understanding of the following:

- The historical, political & social background to the Gospels
- The content of the Gospels
- The critical interpretation issues pertaining to the Gospels
- The theological meaning of the Gospels and how they apply to the church

Methods

Methods of instruction will include assigned readings and in-class lectures in order for the above objectives to be met. Weekly Discussion Questions encourage careful reading through the material, while the Research Paper as well as the Teaching Outline Assignment ensure full integration of the subject matter.

Assignments and Grading

ASSIGNMENT	Points or Percentages
Weekly Discussion Questions	20
Teaching Outline Assignment	30
Research Paper	40
Attendance/Active Participation in Class	10

Weekly Discussion Questions

At the beginning of each class a time will be given for discoursing the “discussion question” provided by the professor the week prior. Each student should prepare a written answer to the question between 100-300 words. The discussion will cover the reading assigned for the day it is due. There is no “discussion question” assigned for the first day of class, but the professor expects the student to have read the reading assignment for the first week. The Weekly Discussion Questions account for 20% of the final grad for this class.

Teaching Outline Assignment

Each student will use the notes provided in class as well as the textbook to construct 5 Teaching Outlines on New Testament texts or areas of study covered in this course. Each outline should contain the following elements: title of the study (e.g. “Jesus’ Use of Parables”), name of the text, if applicable (e.g. Luke 10:29-37), audience (e.g. children, young adults, entire congregation, etc.), major idea of the lesson, major points, minor points, a brief retelling of any illustrations, and a reference or inclusion of any visual aids. Please include any needed explanation of a major or minor point that may not be obvious to the congregation or this professor. Each outline should be 1-3 pages

in length. The due date for this assignment is the last day of class, or earlier if you choose. The Teaching Outline Assignment accounts for 30% of the final grade for this class.

Research Paper

The research paper for this course will focus on a major theological or literary theme in one of the four Gospels. The topic of the paper must be approved by and submitted to the professor by week 3. The paper must be between 12-20 pages, citing at least 10 credible sources. If the student is unclear of whether a source is “credible” or not, the student should ask the professor prior to the due date. The paper must be Times New Roman, 12 point font. With the margins between .5 on all sides to 1.0. The research paper accounts for 40% of the final grade for the class.

Attendance Requirements

One emergency absence is allowable per term. Only in rare emergency cases will a second absence be allowed. A private tutorial with the professor will be necessary to make up any lost work for any absence. More than two absences will constitute loss of credit for the class.

For the *Active Participation* requirement in this course, students are expected to listen, take notes when appropriate, and participate when asked by the professor. Attendance/Active Participation also accounts for 10% of the final grade for this class.

Textbook(s) and Readings

- Gary M. Burge, Lynn H. Cohick, and Gene L. Green. *The New Testament in Antiquity: A Survey of the New Testament Within Its Cultural Contents*. Grand Rapids: Zondervan, 2009. ISBN-10: 0310244951; ISBN-13: 978-0310244950
- A Modern Translation of the Bible

Special Notes

All written assignments should be carefully prepared according to the form and style as set forth in Turabian’s *A Manual for Writers* (7th or most recent edition). Written work should also be free of spelling and typing errors as well as demonstrate a graduate level understanding of English grammar and punctuation. All written assignments are to be typewritten and should include: title page, table of contents, footnotes or endnotes (if needed), and bibliography. A computer copy or a photocopy of all work should be made in the event an assignment is lost or mislaid.

Grading Scale

98 – 100%	A+	80 – 82%	C+	Below 64%	F
95 – 97%	A	77 – 79%	C		
92 – 94%	A-	74 – 76%	C-		
89 – 91%	B+	71 – 73%	D+		
86 – 88%	B	68 – 70%	D		
83 – 85%	B-	65 – 67%	D-		

Schedule of Classes

WEEK	CLASS TOPICS	ASSIGNMENTS
1	Introduction to the New Testament and Studying the Gospels.	Read <i>Antiquity</i> : “Studying the New Testament” (Ch 1) “The Historical Setting of the New Testament” (Ch 2)
2	The World of Jesus The Formation of the Gospels	Read <i>Antiquity</i> : “The World of Jesus in His Jewish Homeland” (Ch 3) “Sources for the Story of Jesus” (Ch 5) Weekly Discussion Question
3	The Story of Jesus	Read <i>Antiquity</i> : “The Story of Jesus” (Ch 6) Weekly Discussion Question
4	The Teachings of Jesus	Read <i>Antiquity</i> : “The Teachings of Jesus” (Ch 7) Weekly Discussion Question
5	Gospel of Matthew	Read <i>Antiquity</i> : “The Gospel According to Matthew” (Ch 8) Weekly Discussion Question
6	Gospel of Mark	Read <i>Antiquity</i> : “The Gospel According to Mark” (Ch 9) Weekly Discussion Question
7	Gospel of Luke	Read <i>Antiquity</i> : “The Gospel According to Luke” (Ch 10) Weekly Discussion Question
8	Gospel of John	Read <i>Antiquity</i> : “The Gospel According to John” (Ch 11) Teaching Outline Assignment Due Research Paper Due

Disability Statement

Individuals with documented impairments who may need special circumstances for exams, classroom participation or assignments should contact the instructor at the beginning of the semester in order for special arrangements to be considered.