

<b>Christ College</b>
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**Concordia University**

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**THL 202 – 4**

**New Testament**

*History and Literature*

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Semester Credit Hours: 3

Fall, 2013

Instructor: Dr. Clinton J. Armstrong

MWF 8:30-9:20 AM  
Founders Hall 205

Office: Beta 205B

949-214-3407

Office hours: TWR 9:30-10:30 and by appointment

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Course website and links at [bracchiumforte.com](http://bracchiumforte.com)

*all course documents, including this syllabus, may be found at the above web address*

*The MISSION of Concordia University*

Concordia University, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.

*Institutional Learning Outcomes for Undergraduate Students*

**Written Communication (WC):** Students will compose focused and coherent written content; organize and logically develop their ideas; find, analyze and integrate appropriate sources; and demonstrate facility in discipline- or genre-specific conventions of writing.

**Oral Communication (OC):** Students will make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting information, employ language appropriate for the topic and audience, and utilize delivery techniques that enhance the presentation.

**Systematic Inquiry (SI)—Critical Thinking & Information Literacy:** Students will explain a problem, articulate a (hypo)thesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.

**Quantitative Reasoning (QR):** Students will demonstrate understanding of quantitative facts and concepts, perform calculations successfully, and apply problem solving strategies to analyze quantitative data and to draw appropriate conclusions.

**Christian Literacy and Faith (CLF):** Students will describe the contents and contexts of the Bible, Christianity's major teachings, how the Christian faith connects to their academic discipline(s) and vocations in life, and have many opportunities to receive instruction in the Christian faith.

**Service to Society and Church (SSC):** Students will serve society in ethical and merciful ways, examining benefits gained and challenges encountered, and Christian students have many opportunities to serve the church.

**Informed and Responsive Citizenship (IRC):** Students will explain how political and economic systems have influenced citizenship in the United States and the world; interact effectively and ethically with people of various cultural/global contexts; engage with and analyze the arts; articulate how the culture of scientific knowledge relates to other disciplines; and describe healthy lifestyles.

**Specialized Knowledge (SK):** Students will apply knowledge in a specific field that draws on current research, scholarship and/or techniques in the field.

### ***The PURPOSE of Christ College***

The purpose of Christ College is to enable students to understand, communicate, teach, defend, and believe the Christian faith through systematic inquiry of the Bible, of the doctrines of the Church, and of other statements of faith. Christ College also equips students for professional church work in their chosen field. The school guides students interested in receiving certification for ministerial vocations in The Lutheran Church–Missouri Synod.

### ***Christ College Program Learning Outcomes***

#### Comprehension of Scripture

*Outcome:* Students will be able to express an understanding of the language, contents, history, culture, and themes of the Bible

#### Understanding of Doctrine

*Outcome:* Students will be able to integrate and articulate Biblical doctrine in systematic constructs.

#### Acquaintance with Other Theological Thought and Expression

*Outcome:* Students will be able accurately to describe prominent religions, denominations, and philosophies of the past and present.

#### Engagement with Western Philosophy

*Outcome:* Students will articulate an understanding of Western philosophical history, classic texts, argument analysis, and the interaction of philosophy with Biblical faith, theology and other thought systems.

#### Development of Faith in Christ

*Outcome:* Christian students shall articulate a personal faith in Christ that is well informed from a biblical perspective.

#### Mission-Oriented Church Leadership

*Outcome:* Christian students, whether preparing for called ministry or lay leadership in Christ's church, will demonstrate skills and attitudes effectively to live out and lead the church in the Great Commission and lives of service.

## I. Course Description

(From the catalogue:) *An historical, literary and theological survey of each of the New Testament books with an emphasis on God's revelation to the world in Jesus Christ as well as application of divine truth to the human condition.*

## II. Course Learning Outcomes (CLOs)

**At the end of the course students will be able to:**

- Call to memory the books of the New Testament, who wrote them, what type of literature they are, their contents and themes, and where select important chapters of the New Testament are located. (*SI, CLF; Comprehension of Scripture*)
- Identify discrete moments in the historical background of the New Testament including:
  - a. The messianic expectations of the Jews at the time of Christ.
  - b. A general outline for the life of Christ.
  - c. A general outline for the life of Paul from his conversion to his imprisonment in Rome as recorded in Acts.
  - d. A general outline for the growth of the New Testament Church.
  - e. The most important peoples, institutions, and governments mentioned in the New Testament.
  - f. The most significant geographic locations of the New Testament world.(*SI, CLF; Comprehension of Scripture*)
- Articulate the major themes of each of the New Testament books and how they shape the doctrines of the Christian Church. (*SI, CLF; Understanding of Doctrine*)
- Engage inductively in a method of study which enhances understanding of the New Testament. (*SI, CLF, SSC; Comprehension of Scripture, Development of Faith in Christ, Mission-Oriented Church Leadership*)
- Apply New Testament themes to present day issues. (*CLF, SSC, IRC; Comprehension of Scripture, Understanding of Doctrine, Development of Faith in Christ*)

## III. Evidence of student learning

**Assignment: regular quizzes and exams (objectives 1-3)**

**Assignment: paper (objectives 3, 5)**

**Assignment: reading responses (objectives 1, 2, 5)**

## IV. Requirements

Texts:

1. Middendorf, Michael P. and Schuler, Mark. 2007. *Called by the Gospel: An Introduction to the New Testament*. Eugene, OR: Wipf & Stock. ISBN 9781556355264 (Required)
2. Engelbrecht, Edward A., ed. 2009. *The Lutheran Study Bible: English Standard Version*. St. Louis: CPH. ISBN 9780758617606 (Recommended)

Optional: Hoerber, Robert G., ed. 1984. *The Concordia Self-Study Bible*. St. Louis: CPH. ISBN 9780570005056

The editions ordered for class through the campus bookstore are the required editions. You will be at a disadvantage in this class if you do not have a study Bible, in particular a Lutheran one. I do not require the purchase of one at this stage, but you **MUST** have access to one. Expect to spend time utilizing one of the library's copies if you do not acquire one for yourself.

You need to pay attention to deadlines, be ready and willing to participate meaningfully in discussion with the instructor, take notes on what you read in the Middendorf text and your reading of the New Testament, and read the assigned texts. You will engage with the instructor and classmates through discussion, written question-assignments, quizzes, an essay, 2 midterm exams, and a final exam. The instructor reserves the right to require additional assignments as he deems necessary.

## **V. Assignments and evaluation**

The course essentially follows this outline:

- i. Introduction to the class
- ii. Introduction to the New Testament
  - General facts, text, canon, type of literature
- iii. Historical and cultural background of the Gospels
  - Between the testaments, important people and institutions, messianic expectations
- iv. The Gospels
  - Life of Christ, Matthew, Mark, Luke, source criticism, historical Jesus debate
- v. Historical and cultural background for New Testament Church
  - Important people and institutions, growth of the New Testament Church
- vi. Acts
- vii. Pauline letters
  - Galatians, Thessalonians, Corinthians, Romans, Captivity Letters, Pastoral Letters
- viii. Non-Pauline letters
  - Hebrews, James, Peter, Jude
- ix. Johannine literature
  - Gospel, Letters, Revelation

Expectations:

The majority of your class time will be spent reading and responding to the texts: the primary one (the 27 books of the New Testament) and the secondary one, which is essentially a basic commentary on the text, intended to introduce you to the basic aspects, from an historically

orthodox Christian point of view (it was written by two confessional Lutheran theologians who deal specifically with the New Testament in their scholarly contributions). My evaluation of you will be based on your being able to demonstrate to me actual engagement with those texts, which will happen in exams and quizzes (which by and large will be in essay / short response format) as well as discussion on a weekly basis. The reading schedule is quite digestible, but will require your attention and discipline.

Written assignments (question-assignments and the essay) are explained in a separate handout.

Take this course seriously: it will challenge the way you think and are used to learning, as most every college course ought to. Invest a significant amount of time in it. If you find that you are having trouble in the course, I expect you to come to office hours or contact me outside of class and seek advice as early as possible in the term. If you are having personal problems, I also expect that you make me aware of the situation (no details necessary!) as soon as possible. If you wait until the week before the end of the semester, there is very little that I can do.

Evaluation:

Homework:

You are expected to do daily work consistently for this course, whether such daily work counts for a grade or not. There is no substitute for simply disciplining yourself and honoring a time commitment of at least 9 hours (minimum) of *regular* study (including reading, response time, assignments, exams, etc.) per week in this class, including regular attendance.

Written assignments:

You must read according to the schedule in preparation for written homework assignments and quizzes.

Written assignment number 1 (weekly): You will write up answers to 13 sets of “reading-response” assignments, about once a week, which will cover material read for the week prior. This assignment is due by 11:59 SUNDAY NIGHT of the week after you are expected to have read. Successful completion of this assignment requires thoughtful attention to each question. Sometimes the questions in these assignments are rather objective; sometimes they require your personal opinion; others are intended to evaluate your ability to synthesize commentary with primary text. Answer the questions fully to receive full credit: usually this requires little more than a sentence or brief paragraph per question.

You will answer these questions by submitting written material to SafeAssign via Blackboard. DO NOT INCLUDE the questions on the handouts; simply number your responses appropriately and write your response in original, complete sentences. You may upload .pdf or Word files, or cut and paste into the SafeAssign browser for your assignment. The window of opportunity to turn in these assignments closes at 11:59 PM on the Sundays they’re due, so plan accordingly. I will not accept late work.

These assignments constitute 15% of your final grade.

Written assignment number 2 (one time): You will write a very brief essay (4-5 pages) on the theology of Paul. Specifically, students will evaluate the issues raised in one of three films you may watch for this assignment in light of Paul's theology in Romans. The essay is to be 1000 words in length and will be evaluated according to subject (well developed ideas supported by pertinent data) and format (thesis, outline, grammar, spelling). You must watch the film you choose by the weekend of November 2<sup>nd</sup>-3<sup>rd</sup>; the essay is due by 11:59pm on FRIDAY, November 15<sup>th</sup>.

The films from which you may choose are the following:

*Pale Rider* (Clint Eastwood, 1985)

*Babette's Feast* (Gabriel Axel, 1987)

*Dead Man Walking* (Tim Robbins, 1995)

Students will submit their essays via Blackboard's Safeassign. This assignment is worth 15% of your final grade.

15%+15% = 30% for homework.

Quizzes:

There will be a quiz once per week, usually Thursday at the beginning of class. You can expect basic objective questions in the form of multiple-choice, short answer, or essay questions. Quizzes count 10% towards your final grade.

The instructor reserves the right to give more quizzes as circumstances demand (attendance issues, for example).

Exams:

2 midterm exams will commence at intervals through the term, September 26<sup>th</sup> and November 5<sup>th</sup> (see schedule). They will be timed (the class hour) and consist of between 50-100 objective questions covering the reading emphases of that third of the class (multiple choice, essay, short answer, map identification, etc.). The exams count 20% each towards your final grade (40% total).

A final exam will follow the same format. The exam counts 20% towards your final grade. The exam will commence (subject to confirmation) on Wednesday, December 11<sup>th</sup>, at 7:00 AM.

Breakdown of evaluation:

Homework		Quizzes	Exams		
Reading-response assignments	Essay	Weekly quiz	Midterm #1	Midterm #2	Final Exam
15%	15%	10%	20%	20%	20%

Grading Scale:

A: 100-95

A-: 94-90

B+: 89-87

B: 86-83

B-: 82-80

C+: 79-77

C: 76-73

C-: 72-70

D+: 69-67

D: 66-63

D-: 62-60

F: 59 and below

## VI. Class Management

Students are expected to attend all classes, to have completed the readings and assignments for that day, and to be active and involved in class discussion. On average, students should expect to spend two hours in preparation for each hour of class time.

The following notes about attendance and participation attempt to address specific problems I've had in classes over the past ten years of teaching. They begin from the assumption that you and I are professionals, embarking on a serious task that requires preparation, respect, and a willingness to enter together into a contract for the class, the formal substance of which this syllabus constitutes. Above all I attempt to treat students fairly, and I can summarize my expectations of students in class and in relation to the department and university similarly: treat others as you would like to be treated.

Students are expected to attend all classes, to have completed the readings and assignments for that day, and to be active and involved in class discussion. On average, students should expect to spend at least two hours in preparation for each hour of class time.

It is not my policy to give makeup work (if you miss weekly quizzes, etc.). You are a professional as I am, and understand the need for fairness among all parties involved in a professional undertaking such as this. You will be able to miss one quiz without penalty, so choose wisely if you decide to skip class for any reason. Absences for athletes or others involved in campus commitments (music, student government, etc.) are "excused," so to speak, but you will need to make up work (quizzes, exams, and such), preferably *before* your commitment, and you will be held to account for all information missed. You will need to get notes from someone else in class if you need to miss for any reason.

I do not normally give extra credit. If your syllabus includes an extra credit assignment, it will be worth up to a half a quiz grade. No other extra credit assignments will be assigned, so please do not bother asking for one.

I will not tolerate conversation unrelated to the subject at hand in class at the time, including texting. If you are having difficulty attending to lecture, you are expected to find another place to sit to accommodate your needs in this regard.

You will not get an attendance grade. Nevertheless, you are expected to attend actively and participate by listening, taking notes, discussing, asking questions when appropriate, and paying attention. It is in your best interest to attend, as there are assignments you will need to submit that must be handed to me in class, and there are from time to time opportunities for free grades based on your simply being in class.

I will not be using Blackboard as a regular communication tool, though there may be times it is convenient to have you access the class site. I will inform you about it in class – another reason to attend regularly. I have office hours for a reason – to assist the communication with you. Take advantage of the time I make available to you, because there will be little else I can offer (I have many more students than you have instructors).



I keep a gradebook. I will not post it on Blackboard, because it's a timesucker and a hassle for me. Another 10 years and better software, perhaps I'll change my mind. For now, though, if you want to know your grade, show up to class and get your graded papers back and calculate it yourself. Or just ask me. I bring my computer to class most days, to office even more than that. Catch me before or after class or during office hours and I'll be very happy to open the gradebook and show you how you've done and what you can expect based on projected grades for assignments to come.

If you are going to be absent, be absent. You are a professional, and so am I; this syllabus is our agreement about what you can expect to receive or not if you decide you need to be absent or present on any given day. Do not ask me "is it ok?" – you know for yourself what is "ok" or necessary any given day. I really don't deal in the currency of "excused" or "unexcused" – there is a finite amount of work in the course that will either be completed or not completed by you by the end of the course. You will receive the grade you want based on your investment in the course.

Emergencies occur, and I expect you will communicate any needs as quickly as possible. If you find that you are having trouble in the course, I expect you to come to office hours or contact me outside of class and seek advice as early as possible in the term. If you are having personal problems, I also expect that you make me aware of the situation (no details necessary!) as soon as possible. If you wait until the week before the end of the semester, there is very little that I can do.

I am fully aware of my requirements at the level of the department, the school, and the university. I am not required to give you academic warnings if you are failing this course. It is your responsibility to figure out what you need to do in school to achieve your own ends. Nevertheless, I will send out academic warnings this term twice if you are receiving below a C: once after the first midterm, and finally after the second midterm.

Don't plagiarize or cheat in any other way. If I discover it, I will automatically fail you for the course and inform the department chair, the dean of the school, and the dean of student life. Only after that will I confront you.

I seek your success in the course. If there is anything I can do to help you achieve such, please communicate with me. If you feel uncomfortable talking to me but still feel there is something you'd like to address, you may speak with my supervisor, Dr. Mueller, Dean of Christ College.

#### A. Policy on Honesty and Plagiarism

This course seeks to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student should derive personal satisfaction and a sense of accomplishment. Plagiarism and cheating subvert these goals and will be treated according to the policy stated in the Code of Conduct.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity

review to SafeAssign via Blackboard. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents.

#### B. "Reasonable Accommodation" statement

Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Disability and Learning Resource Center (DLRC). The DLRC is located in Suite 114 on the 1<sup>st</sup> floor of the Administration Building. You can reach the DLRC at 949-214-3039.

#### C. Library Resources

The Concordia library holds over 18,500 print volumes and is an excellent place to conduct academic research throughout the week. In addition, many library resources are available to students online including electronic catalog, hundreds of thousands of journals, ebooks, and other titles found in over 30 research databases.

#### D. Technological Resources

At any time you experience technical problems, you may contact our Information Technology Services (ITS) department. The email address is [ITS@cui.edu](mailto:ITS@cui.edu) and the phone number is 949 214-3175. For specific hours of operation and additional help information, go to <http://www.cui.edu/it>.

Passwords: Concordia provides a 24 hour 7 days a week self-help password assistance program. To access this service, go to [myaccount.cui.edu](http://myaccount.cui.edu). If you need further assistance, please email [ITS@cui.edu](mailto:ITS@cui.edu) or call ITS at 949 214-3175.

CELT: Concordia University has developed a student resource page named the Center for Excellence in Learning and Teaching (CELT) found at [celt.cui.edu/Student.htm](http://celt.cui.edu/Student.htm). This page provides a wide variety of resources ranging from links to MyRecords (Banner) to help with Microsoft Office. There are also hundreds of video tutorials for a large number of software packages. This tutorial repository can be accessed directly at <http://movies.atomiclearning.com/highed/highed>. For your class, the username for the service is "cui" and the password is "eagles".

## VII. Schedule

See attached schedule