

# BIB 201: New Testament Literature

## Syllabus

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### Course Description:

BIB 201-New Testament Lit: An examination of the development of redemptive history throughout the New Testament in the context of its geographical and cultural background. Key themes and selected critical issues are discussed with a view to aiding students develop a biblically-informed worldview. (From the Nyack College Catalogue)

The Nyack College Biblical and Theological Studies Dept seeks to assist Nyack students in their intellectual and spiritual formation by moving them toward competency in reading, interpreting and applying the Bible and in integrating its teaching into their worldview and personal lives (From the Bible Dept Mission statement).

### Course Objectives:

The chief objective of this course is that each student completes it with a heart that is more passionately in love with God and His Word. Thus we desire that each student develop the below set of competencies to glorify Christ. This being clear, we will work to see that students completing this course will be competent to do each of the following:

| <i>By the end of this course, the student will</i>   | <i>Program Goals</i><br><i>(PG 1,2,3 listed in the Bible Dept page in 2009-10 catalogue)</i> | <i>Nyack Core Goals</i><br><i>(Student Learning Goals)</i><br><i>(SLG 1,2,3,4 listed in Bible Dept page in 2009-10 catalogue)</i>                  | <i>Assignments and Assessments Used</i> |
|--|--|--|---|
| 1. Be familiar with the New Testament in the context of the ancient world, particularly its geographical setting and Jewish cultural background. | <u>Knowledge of the Bible and the Christian Heritage (PG 1)</u>                              | <u>Academically Excellent:</u><br>Students will know introductory, background and thematic information about the books of the Bible <b>(SLG 1)</b> | Presentations, quizzes, exams, paper.   |

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| <p>2. Be familiar with the basic content of the New Testament--its books and authors--and be able to locate key events in the gospels and Acts and key passages in the epistles and Revelation.</p> | <p><u>Knowledge of the Bible and the Christian Heritage (PG 1)</u></p>   | <p><u>Academically Excellent:</u><br/>Students will know introductory, background and thematic information about the books of the Bible (SLG 1)</p>  | <p>Quizzes, reading.</p>                           |
| <p>3. Be able to apply the teaching of the NT to the Christian life and the mission of the church at large</p>  | <p><u>Skill in interpreting, applying and communicating the teachings of the Bible (PG 2)</u></p> <p><u>Conviction about the Bible role in personal spiritual formation, the church as the student's primary interpretive community (PG 3)</u></p> | <p><u>Socially Relevant:</u><br/>Students will connect the concerns of the ancient text to the concerns of the modern world (SLG 3)</p> <p><u>Personally Transforming</u><br/>Students will be able to communicate the ways in which they integrate the Bible's teaching into their Christian worldview and into their personal daily living (SLG 4)</p> | <p>Paper.</p>                                      |
| <p>4. Be able to teach NT content using a PowerPoint slide show</p>   | <p><u>Skill in communicating the teachings of the Bible (PG 2)</u></p>   | <p><u>Personally Transforming</u><br/>Students will be able to communicate the ways in which they integrate the Bible's teaching into their Christian worldview and into their personal daily living (SLG 4)</p>   | <p>Oral presentation accompanied by PowerPoint</p> |
| <p>5. Be able to research the interpretation of difficult New Testament passages.</p>   | <p><u>Skill in researching the Bible (PG 2)</u></p>  | <p><u>Academically Excellent:</u><br/>Students will know scholarly research methods (SLG 1)</p>  | <p>Paper, reading, and quizzes.</p>                |
| <p>6. Appreciate the importance of consistently applying the Grammatical-Historical method of interpreting the Scriptures.</p>  | <p><u>Conviction about the Bible's Role in personal spiritual formation. (PG 3)</u></p>  | <p><u>Personally Transforming</u><br/>Students will be able to communicate the ways in which they integrate the Bible's teaching into their Christian worldview and into their personal daily living (SLG 5)</p>   | <p>Paper, reading, and quizzes.</p>                |

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| 7. Defend the reliability and historicity of the New Testament documents.  | Conviction about the Bible's Role in personal spiritual formation. (PG 3)  |  |                           |
| 8. Understand the eschatological "already/not yet" framework of New Testament theology, its relationship to our everyday walk with Christ, and be able to incorporate it into a better reading of the New Testament.           | <u>Skill</u> in researching, interpreting . . . (PG 2)   | Academically Excellent: Students will know scholarly research methods (SLG 1)        | Reading, and quizzes.     |
| 9. Define some of the major Biblical Theological and/or technical terms used in the New Testament, such as kingdom, flesh, S/spirit, justification, redemption, adoption, propitiation, faith, grace, etc. (IL Standard 1:1:e) | <u>Knowledge</u> of Bible and Christian heritage. (PG 1)<br><u>Skill</u> in researching, interpreting . . . (PG 2) | <u>Academically Excellent:</u> Students will know scholarly research methods (SLG 1) | Quizzes, exams and paper. |

## More Specific Student Learning Goals:

- **Technology Goal:** Students will learn to present NT material in a PowerPoint presentation (see below)
- **Critical Thinking Goal:** Through the classroom discussion and preparation for the final exam, students will gain experience in exegetical reasoning.
- **Oral Communication Goal:** Students will learn to present NT material in an Oral Presentation (see below)
- **Written Communication Goal:** Through the New Testament Introduction papers, students will gain experience in processing and summarizing scholarly materials (see below)

## Textbook:

*The Bible (ESV will be used in class).*

*Introducing the New Testament: A Short Guide to its History and Message*, by D.A. Carson & Douglas J. Moo, Zondervan

## Assignments:

**12 Quizzes Based on Reading: (300 points total out of 1000)**

Quizzes will generally be given at the beginning of class on Thursday. Each quiz will be based primarily on a specified portion of the textbook reading. A study guide will be provided for each quiz pointing to *content of interest*, *Bible verses* to be memorized and important *terms to be defined*.

Please bring a #2 pencil to each class!

### **Midterm and 2-Part Final Exam: (400 points out of 1000 )**

The midterm will be based on reading, lectures, and previous quiz material. A comprehensive review will be given during the class session immediately prior to the exam.

The final exam will consist of 2 parts. In part 1 (150 points out of 200), students will be tested on their comprehension of the assigned article reading, and lecture material. A comprehensive review will be given during the class session immediately prior to the exam covering this material. It will primarily be made up of short answer questions.

#### **Evaluation Breakdown:**

Quizzes: 30%

Exams: 40%

Paper: 20%

Oral Presentation: 10%

Part 2 (50 points out of 100) of the final is a 40 question standardized test given to all NT Lit students. It is designed to test a student's overall knowledge of basic New Testament content and concepts.

### **2 (or 3) Page Paper: A Written Gospel Presentation: (200 points out of 1000)**

Students will write a paper explaining how a person can be saved by the grace of God through faith in Jesus Christ. While it should be academic in tone, it should be written as if trying to clarify the Gospel for a nonbeliever, and close with a simple call for the reader to become a Christian. Students are welcome to write it in the form of a letter to a friend (real or imagined).

The paper should be 2-3 pages, written in 12-point font, and should use 1-inch margins.

Your paper should reference, define, and/or explain the relationship between the following terms (in no particular order):

- Justification/Justify (this term should be featured PROMINENTLY)
- Grace
- Faith
- The Cross
- Atonement and/or Propitiation
- Redemption
- Sin

While the envisioned scenario is informal, this is to be written as a proper research paper. This is a research paper. The final product should therefore show evidence of careful research including citation of *at least 3 academic resources*, and numerous biblical references.

### **Oral Presentation Using PowerPoint: (100 points out of 1000)**

New Testament Literature is one of three courses in the Core Curriculum designed to assess the Nyack student's oral communication skills and technology skills. In this course, every student must do some oral presentation accompanied by a PowerPoint slideshow.

1) The class will be divided into teams of five, each of which will do a 10-15 minute presentation on one of the following Biblical cities or sites:

- a. Bethlehem
- b. Caesarea
- c. Capernaum

- d. Bethsaida
- e. the temple mount in the time of Jesus
- f. the Sea of Galilee
- g. Antioch (Syria)
- h. Corinth
- i. Athens
- j. Ephesus
- k. Pergamum
- l. Laodicea
- m. Sardis
- n. Rome

2) Each team must cover these five elements—perhaps each team member can spend 2-3 minutes on the following:

- a. Map and Geographical orientation: where is the site? What features of the land are there? Perhaps pictures of the site as it looks today.
- b. Most Important Bible references: for what Bible stories and/or epistles is this place the backdrop?
- c. Archaeological studies: what aspects of life in Bible times can we reconstruct from the physical remains? how have archaeologists described this place?
- d. Extra-Biblical References: what Jewish or Greco-Roman writers and texts say about this place? How did contemporaries of Bible writers think of this place?
- e. Devotional interest: How does a knowledge of this location enhance our reading of the Bible? Are there any faith lessons that can be tied to this site?

3) The PowerPoint presentation will be graded according to this rubric:

### Power Point Rubric

| Level              | Exemplary   | Outstanding  | Proficient  | Basic  | Unsatisfactory   |
|--------------------|---|--|---|--|--|
| <b>Background</b>  | Background embellishes the text or other graphics. Choice of background is consistent from card to card and enhances the topic    | Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic | Background does not detract from text or other graphics. Choice of background is consistent from card to card | Background does not detract from text or other graphics                          | Background makes it difficult to see text or competes with other graphics on the page                              |
| <b>Originality</b> | Presentation shows substantial originality and inventiveness. The content and ideas are presented in a unique and interesting way | Presentation shows considerable originality and inventiveness. The content and ideas are presented in an interesting way                       | Presentation shows some originality and inventiveness.  | Presentation shows attempt at originality and inventiveness on one or two cards. | Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought |

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| <b>Text-Font Choice and Formatting</b> | Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content                        | Font formats have been carefully planned to enhance readability                              | Font formats have been carefully planned to complement the content   | Font formats have been carefully planned. It may be a little hard to read.                             | Font formatting makes it very difficult to read the material  |
| <b>Content-Accuracy</b>                | All content throughout the presentation is accurate. There are no factual errors   | There are no factual errors  | Most content is accurate but there is one piece of information that might be inaccurate  | The content is generally accurate, but one piece of information is clearly flawed or inaccurate.       | Content is typically confusing or contains more than one factual error                                    |
| <b>Spelling and Grammar</b>            | Presentation has no misspellings or grammatical errors   | Presentation has a misspelling, but no grammatical errors                                    | Presentation has 2 misspellings, but no grammatical errors   | Presentation has 1-2 grammatical errors, but no misspellings   | Presentation has more than 2 grammatical and/or spelling errors   |
| <b>Sequencing of Information</b>       | Information is organized in a clear logical way. It is easy to anticipate the type of material that might be on the next card. | Information is organized in a clear logical way.   | Most information is organized in a clear logical way. One card or item of information seems out of place.  | Some information is logically sequenced. An occasional card or item of information seems out of place. | There is no clear plan for the organization of information  |
| <b>Use of Graphics</b>                 | All graphics are attractive (size and colors) and support the theme/content of presentation                                    | Most graphics are attractive (size and colors) and support the theme/content of presentation | Some graphics are not attractive and most support the theme/content of the presentation.   | Some graphics are attractive but a few do not seem to support the theme/content of presentation        | Most graphics are unattractive and/or detract from content of presentation                                |
| <b>Effectiveness</b>                   | Project includes all material needed to gain a comfortable understanding of topic. It is highly effective evaluation of title  | Project includes all material needed to gain a comfortable understanding of topic.           | Project includes most material needed to gain a comfortable understanding of material but is lacking one or two key elements. It is an adequate evaluation of title. | Project missing more than two key elements. It would make an incomplete evaluation of the title.       | Project is lacking several key elements and has inaccuracies that make it a poor evaluation of the title. |

4) The oral presentation will be graded according to this rubric:

### Oral Communication Rubric

| Score               | 5   | 4  | 3  | 2  | 1   |
|---------------------|---|--|--|--|---|
| Level               | Exemplary   | Outstanding  | Proficient   | Basic  | Unsatisfactory  |
| <b>Organization</b> | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is frequently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |

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| <b>Language and Vocabulary</b> | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.  | Language choices are thoughtful and consistently support the effectiveness of the presentation. Language in presentation is appropriate to audience.  | Language choices generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.  | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.  | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.   |
| <b>Delivery</b>                | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.   | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.   | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears moderately comfortable.  | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.  | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.   |
| <b>Supporting Material</b>     | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that usually supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| <b>Central Message</b>         | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)  | Central message is clear and consistent with the supporting material.   | Central message is basically understandable.  | Central message can be deduced, but is not explicitly stated in the presentation.   | Central message can not be deduced, is not explicitly stated in the presentation.  |

### Assignment Due/Start Dates:

- Gospel Paper \_\_\_\_\_
- Oral Presentations Begin \_\_\_\_\_
- Mid-Term \_\_\_\_\_

### Course Policy for Late and Missing Work:

1. Papers and assignments are to be completed and submitted to the instructor at the beginning of the class on the day that they are due. After that, papers and assignments up to one week late will be penalized an entire letter grade (i.e. an "A" becomes a "B"). After one week, a zero ("0") will be given for the assignment.

Exception: At the *instructor's discretion* a student with a severe need or emergency will be granted an exception.

2. Students are required to make and keep copies of everything turned in to the professor. If an assignment that is turned in is “lost” or missing for any reason, the student is responsible to give the professor a copy of the finished assignment, otherwise a “0” or late grade will be given. No exceptions.
3. The daily quizzes will help students to promote consistent attendance and punctuality. Students will not be permitted to make up a quiz that was missed on account of absence or lateness. (See “Exception” above.) Only 10 of the 12 quizzes will count toward the final grade, allowing students to miss up to 2 classes due to illness or other conflicts without penalty. The two lowest scores will be dropped.

## Academic Accommodations

In order to insure that Nyack College is in compliance with section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA), please add the following “Reasonable Accommodation” statement to your course syllabus:

Any student eligible for and requesting academic accommodations due to a disability, is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.

## Attendance Policy

Complete attendance is expected of every student. Each unexcused absence exceeding two will result in a three-point deduction from your final grade.

## Policy on Plagiarism

Students at Nyack College, as Christians, are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic assignments is student compliance with accepted practices for providing his/her professor with resources and references used to develop his/her paper or project.

It is recognized that there exists some confusion or ambiguity regarding proper procedures and practices regarding integration of bibliographical references into assignments. In addition, there are, unfortunately, individuals who disregard academic integrity and deliberately plagiarize another’s work in their assignments. The following policy is intended to address both intentional and unintentional plagiarism. In addition, it recognizes that there are levels of plagiarism and that consequences must be aligned with the seriousness of the offense. *All students are responsible to be familiar with this policy.*

*Ignorance of plagiarism guidelines will not be accepted as a defense or excuse for violating these standards.*

### Definition of Plagiarism

Plagiarism is defined as an act of “Literary Theft,” when the work of another is misrepresented as the original work of the Nyack College student. This may be done intentionally or unintentionally. *When excerpts, thoughts, writings, or statements of others are used in papers, essays, or other projects, they must be acknowledged through footnotes, bibliography and other accepted MLA or APA practices and standards.*

### Levels and Consequences

#### **Level One: Minimal Plagiarism**

The college recognizes that there is often no student intent to misrepresent borrowed material as one’s own, but he/she has simply been careless in complying with acceptable presentation and reference conventions. In this case, *assignments will be returned to students who will be advised by their professors to rewrite assignments in acceptable form.*

No grade will be assigned until the professor is satisfied that the student has made adequate revisions meeting MLA or APA standards.

**Level Two: Substantial Plagiarism**

Substantial plagiarism exists where the writer gives no recognition to sources from which substantial material such as phrases, sentences or even ideas are drawn. *The minimum penalty for this offense is the rewriting of the paper, and a one letter grade reduction being given to the offending work. Maximum penalty is failure of the course.*

**Level Three: Complete Plagiarism**

Complete plagiarism exists when significant and/or substantial material, such as a paragraph, page, or an entire work, is copied from an author or composed by another person, and presented as original work. *A failing grade for the course is automatically given. The professor will write a reprimand, a copy of which will be kept in the student's file. A repeat offense may result in suspension or expulsion from the college.*

**Other Plagiarism Offenses**

- Submitting the same essay, presentation or assignment for credit in more than one course, unless prior approval has been obtained. *Minimum penalty: write a new paper with a full letter grade reduction being given to the work. Maximum penalty: failure of the course.*
- Cheating on an examination or falsifying material subject to academic evaluation. *Penalty is failure of the course.*
- Submitting false records or information at the time of admission to the college, e.g., transcripts, letters of reference. *Penalty appropriate to gravity of the offense, the likelihood being either suspension of studies or expulsion from the college.*

Any Nyack College student who is unclear about what is required in writing a research-based assignment should speak with his/her professor for clarification.

Cases of plagiarism and cheating are to be reported to the Vice President for Academic Affairs. Appeals may be made to the Academic Affairs Committee with the provision that the instructor involved and the Vice

President for Academic Affairs be present when the case is considered.