



NORTH PARK
THEOLOGICAL SEMINARY

25S2 BIBL 5240 Hyflex-Hybrid (3 credit hours)
New Testament 1: The Texts & Their World
Syllabus: Spring 2026
Monday, January 12, 2026 – Friday, May 8, 2026
3 credit hours

DRAFT

INSTRUCTOR INFORMATION

Instructor:	Dr. Lyn Nixon, North Park Affiliate Faculty
Location:	A hyflex-hybrid course (hyflex: simultaneous stream only; hybrid: ½ course content online + ½ through class time)
Class Hours:	Monday, 7:00 – 8:30 pm CT
Phone/text:	231/944-5521
Email:	lnixon@northpark.edu

COURSE DESCRIPTION (FROM THE SEMINARY CATALOG)

This course explores the interpretation, context, and content of the New Testament. Attention is given to the nature of the New Testament as Scripture and to fundamental hermeneutical issues, with a focus on historical criticism as a basis for theological interpretation. The political, social, and religious worlds of Second Temple Judaism and of Greco-Roman society are described as a framework for studying Matthew through Revelation. The content of selected books from each of the genres and historical phases of the New Testament is examined, and important theological themes running across the canon are introduced (e.g. Christology, eschatology). Particular emphasis is placed on engagement with texts in their historical contexts and the development of basic exegetical skills.

COURSE LEARNING OUTCOMES

By the end of the class, students will be able to:

1. Demonstrate knowledge of the New Testament texts in such matters as their genres, historical origins, general content and literary relationships to each other.
2. Explain the significance of the world of the New Testament (historical, social, cultural, and religious contexts) for the interpretation of its texts.
3. Exegete selected New Testament texts in an informed way in the light of critical discussion relating to them.
4. Explain and illustrate the hermeneutical challenges involved in interpreting the New Testament texts for Christian discipleship and ministry today.

PROGRAM LEARNING OUTCOMES

The major North Park Theological Seminary degree learning outcomes this course intends to address are:

MACF: “Interpret Scripture with historical and theological integrity in relation to Christian formation.”

MACM: “Interpret Scripture with historical and theological integrity in relation to one’s ministry.”

MATS: “Interpret Scripture with historical and theological integrity for diverse communities and contexts.”

MDIV: “Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.”

REQUIRED TEXTS

TEXTBOOKS AND MATERIALS TO BE PURCHASED OR ACCESSED VIA BRANDEL LIBRARY:

- The *Bible* in English in any contemporary translation, but preferably the NRSV or TNIV. You are encouraged, but not required, to use the Greek NT if you have studied Greek. For your English translation, please do not use a paraphrase (e.g. New Living Bible) or an idiomatic/colloquial one (e.g. Eugene Peterson’s *The Message*) or the Amplified Bible. Although these can be helpful in certain contexts, a more literal translation of the Hebrew/Greek texts is necessary for this class. If you have any questions about what translation to use, please consult the instructor.
- Evans, Craig A., and Stanley E. Porter, eds. *Dictionary of New Testament Background*. Downers Grove: IVP Academic, 2000. ISBN: 978-0-8308-1780-1. Abbreviated: *DNTB*. Available online through Brandel Library – 6 users.
- Green, Joel B., Jeannine K. Brown, and Nicholas Perrin, eds. *Dictionary of Jesus and the Gospels*, 2nd ed. Downers Grove: IVP Academic, 2013. ISBN: 978-0-8308-5217-8. Abbreviated: *DJG*. Available online through Brandel Library – 6 users.
- McCaulley, Esau, Jannette H. Ok, Osvaldo Padilla, and Amy Peeler, eds. *The New Testament in Color: A Multiethnic Bible Commentary*. Downers Grove: IVP Academic, 2024. ISBN: 978-0-8308-1409-1. Abbreviated: *NTC*.
- Murphy, Frederick J. *Early Judaism: The Exile to the Time of Jesus*. Baker Academic edition. Grand Rapids: Baker Academic, 2010. ISBN: 978-0-8010-4724-4.
- Wright, N. T., and Michael F. Bird. *The New Testament in Its Word: An Introduction to the History, Literature, and Theology of the First Christians*. Grand Rapids: Zondervan Academic, 2019. ISBN: 978-0-310-49930-5.

ARTICLES AND OTHER MATERIAL PROVIDED IN CANVAS (PDF OR LINK TO ONLINE)

Readings are provided under the general library use policy allowed for by the U.S. copyright office. The Fair Use Statute, 17 U.S.C. §107, has been posted in the Canvas course. Students may read printed matter online or may print out their own hard copies of the articles as part of their textbook costs.

- Bible Project. “New Testament Overview.” <https://bibleproject.com/videos/new-testament-overview/>.
- Brown, Jeannine. “Appendix B: Historical Criticism.” In *Scripture as Communication*, 2nd ed., *. Grand Rapids: Baker Academic, 2021.
- Collins, Adele Yarbro. “Jesus as Messiah.” In *Mark: A Commentary*, 53-72. Hermeneia. Np: Fortress, 2007.
- Das, A. Andrew. “The Crisis in Galatia.” In *Paul and the Jews*, 17-48. Library of Pauline Studies. Peabody, MA: Hendrickson, 2003.

- DeSilva, David A. “Excursus: Pseudepigraphy and the New Testament Canon.” In *An Introduction to the New Testament: Contexts, Methods and Ministry Formation*, 605-609.
- Edwards, Dennis R. “Introduction” and “1 Peter 1:1-2.” In *1 Peter*, 17-37. The Story of God Biblical Commentary. Grand Rapids: Zondervan, 2017. Available online through Brandel Library – 1 user.
- Gorman, Michael J. “Paul’s Theology: A Dozen Fundamental Convictions.” In *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*, 131-145. Grand Rapids: Eerdmans, 2004. Note that pagination for the 2nd edition (published in 2017) may be different.
- Hubbard, Moyer V. In “The Cultural Context” and “The New Testament Context: Monotheism in Corinth.” In *Christianity in the Greco-Roman World: A Narrative Introduction*, 20-41. Peabody, MA: Hendrickson, 2010.
- Lee, Max J. “The Reality of Freedom in Christ.” In *Living Faith: Reflections on Covenant Affirmations by the Faculty of North Park Seminary*, edited by James R. Bruckner, 170-188. Chicago: Covenant Publications, 2009.
- Lee, Max J. “Revelation.” In *The Baker Illustrated Bible Commentary*, selected pages. Grand Rapids: Baker Books, 2012.
- Levine, Amy-Jill. “Putting Jesus Where He Belongs: The Man from Nazareth in His Jewish World.” *Perspectives in Religious Studies* 27 (2000): 167-178.
- Longenecker, Bruce W. “What Did Paul Think Is Wrong in God’s World?” In *The New Cambridge Companion to St. Paul*, edited by Bruce W. Longenecker, 171-186. Cambridge, UK: Cambridge University Press, 2020.
- Marshall, I. Howard. “The Catholic Epistles.” In *Kept by the Power of God*, 158-190. Minneapolis: Bethany House, 1963.
- McKnight, Scot, ed. *Dictionary of Paul and His Letters*, 2nd ed. Downers Grove: IVP Academic, 2023.
 - Cohick, L. H. “Paul and Judaism,” 772-779.
 - Edwards, D. R. “Slave, Slavery,” 990-997.
 - Walton, S. “Paul in Acts,” 779-791.
- Nixon, Lyn. *Lecture Notes: BIBL 5240. NT1: The New Testament Texts & Their World*. PowerPoint version. Unpublished notes will be posted on Canvas in the form of PDFs of PowerPoint slides. You may use these notes electronically, and you are permitted to print out hard-copy prints of the PDFs for personal use and study (only). *Please do not distribute these notes to anyone outside the course in any form without written permission from the instructor.*
- Osborne, Grant R. “A Classical Arminian View.” In *Four Views on the Warning Passages in Hebrews*, edited by H. W. Bateman, IV, 86-108. Grand Rapids: Kregel, 2007.
- Perrin, Nicholas. “Habakkuk, Paul, and the End of Empire: A Fresh Perspective on Romans 13:1-7.” In *The Language and Literature of the New Testament*, edited by Lois K. Fuller Dow, Craig A. Evans, and Andrew W. Pitts, 536-554. Leiden: Brill, 2017.
- Snodgrass, Klyne. “Parables of Lostness.” In *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*, 93-143. Grand Rapids: Eerdmans, 2008.
- Stuhlmacher, Peter. “God’s Son and God’s Kingdom.” In *Biblical Theology of the New Testament*, 81-89. Translated and edited by Daniel P. Bailey. Grand Rapids: Eerdmans, 2018.
- Verseput, Donald. “Revelation: A Prologue.” Used by permission.
- Wright, N. T. “Gospel and Empire.” Chapter 4 of *Paul in Fresh Perspective*, First Fortress Press ed., 59-79. Minneapolis: Fortress Press, 2005.

ADDITIONAL RECOMMENDED RESOURCES (NOT REQUIRED):

- Hagner, Donald A. *The New Testament: A Historical and Theological Introduction*. Grand Rapids: Baker, 2012; repr. 2022.
- Strauss, Mark L. *Four Portraits, One Jesus. In Introduction to Jesus and the Gospels*. Grand Rapids: Zondervan, 2007.

COURSE ASSESSMENTS

Detailed instructions for all assignments are available in Canvas, along with due dates, submission requirements and grading rubrics, if any. Note that the NPTS writing expectations and strategies document is posted under General Course Information in Canvas. This is a 500 point course, with the following graded assignments:

- 1. Participation in Online Class Sessions (15 @ 1-3% each = 22% total).** Students will be evaluated on their attendance and participation in class discussions, including respectful interaction with others.
- 2. Group Presentation on a Socio-Historical Topic with a PowerPoint slide show (13%).** Students will sign up to work in groups to develop a presentation on the socio-historical context of the New Testament, which will be given during a class session. Instructions, including required readings, are available in the Canvas course.
- 3. Quizzes (3 @ 4% each = 12% total).** Students will take three closed-book quizzes on certain course readings. Each quiz may be taken twice; only the higher grade will be counted.
- 4. Exegetical Projects.** Students will complete two projects, one on each of the major NT genres:
 - a. Narrative Analysis (12%).** Students will complete a narrative analysis of a select Gospel passage. Instructions are available in the Canvas course.
 - b. Epistle Logical Analysis (12%).** Students will complete an epistle logical analysis (map) of a select passage from one of Paul's letters. Instructions are available in the Canvas course.
- 5. Reading/Media Report (4%).** Students will report on the amount of the assigned reading/media viewing they have done.
- 6. Final Paper (25%).** Students will write an exegetical paper on the passage that they selected either for their narrative analysis or their epistle logical analysis. Instructions are available in the Canvas course. The Final Paper will be evaluated according to the Rubric for Research Papers in Biblical Studies (attached below).

GRADING SCALE:

A: 100% - 95%	B+: 92.9% - 91%	C+: 85.9% - 84%	D+: 77.9% - 76%	F: 69.9% - 0%
A-: 94.9% - 93%	B: 90.9% - 88%	C: 83.9% - 80%	D: 75.9% - 72%	
	B-: 87.9% - 86%	C-: 79.9% - 78%	D-: 71.9% - 70%	

ONLINE CLASS SESSIONS

Our learning community will include weekly class sessions held on Microsoft Teams. Toward cultivating a respectful, accessible environment for mutual learning, we observe the following:

- All students come prepared for active, informed participation.
- For the Microsoft Teams sessions, think of your physical space as an extension of a classroom. Ensure that you are in a private, stable location that is free of visual and audio distractions.

Make sure that you have a reliable, consistent internet connection. Consider purchasing a [microphone/headset](#) to improve the quality of your sound. Your camera/video should be on throughout the class session to receive full credit for attending the class session.

- It's important that we all respect the integrity of classroom discussion. For this reason, the discussion portion(s) of a class session will not be recorded by any participant.

WRITTEN WORK

All written work should follow the guidelines of the [Student Writing Handbook](#), including the inclusive language policy.

MAKE-UP AND LATE WORK

- Class Sessions: You may submit make-up work for up to two missed class sessions without grade penalty. Make-up assignments and due dates will be provided by the instructor.
- Late work: Late work will be accepted up to one calendar week late with a 2% deduction in grade per day (excepting weekends and holidays). Due date extensions may be granted in cases of illness and other unforeseen circumstances beyond the student's control. To avoid late work penalties, due date extensions must be requested in writing (preferably by email) prior to the time the assignment is due. Work will not be considered late unless it is submitted after the extended due date. No assignments will be accepted after one week past the due date unless there are extenuating circumstances as outlined by the student handbook.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of Incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, the student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see the subsection "Grade of Incomplete" under "Academic Policies > Grading Policies" in the North Park Theological Seminary Academic Catalog.

COMMUNICATION INFORMATION

I will communicate with you periodically, including a weekly Announcement posted in Canvas about the upcoming week sent no later than Monday of each week. You are responsible for this information. To communicate with me, the preferred communication methods are e-mail or text. I should be able to respond in most cases within twenty-four hours, excepting Sundays and holidays. Other than in emergencies, please make an appointment for a phone call or online meeting.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park Theological Seminary is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Cheating on Quizzes, Tests and Examinations – individual or group activity for the purpose of dishonestly obtaining and/or distributing testable information prior to, during, or after an examination.
2. Plagiarism – any attempt to represent the words or ideas of another (whether published or unpublished) as one’s own. This includes, but is not limited to, quoting someone’s published work or using their ideas without attribution, copying from another student’s work (including from prior semesters), using materials from the internet without attribution, and **using ChatGPT or other AI composition software** to impersonate individual assignments, that is, presenting that work as an original composition authored by you.
3. Alteration of Academic Records.
4. Reusing Work Done for Another Course. Work produced for one course cannot be used to satisfy an assignment in another course.
5. Sabotage.
6. Substitution – using a proxy, or acting as proxy in an academic exercise. This includes, but is not limited to, working together with another person on an assignment that is not designated as collaborative work, taking a quiz or exam online with another person, completing work for someone else (submitting your work under their name), having someone else complete an assignment for you (submitting their work under your name), copying someone else’s answers on an assignment, allowing someone to copy your answers on an assignment, and sharing quiz answers and questions with someone else.

In the special instance of group work, the instructor will make clear her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For additional information and other examples of behavior that is included in the above categories, see the subsection on “Academic Dishonesty” under “Academic Policies” in the North Park Theological Seminary Academic Catalog.

ACCOMMODATIONS

North Park is dedicated to fostering an inclusive community where all individuals can grow academically, socially, and spiritually. Qualified students with disabilities may receive reasonable accommodations that provide greater access to instruction and academic programs. If you anticipate or experience any barriers to learning in this class related to a disability, contact Seminary Academic Services. Specific arrangements are made in discussion with the student, the Dean of Faculty, Academic Services personnel, and the instructor of this course. For additional information, see the subsection “Americans with Disabilities Act Services” under “Academic Policies” in the North Park Theological Seminary Academic Catalog.

TITLE IX

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or TitleIX@northpark.edu to learn more about reporting options, resources, and support services.

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty members are “private resources,” which

means we are legally obligated to share information about the behavior reported above with the University's Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to first contact Counseling Support Services at (773) 244-4897 or counseling@northpark.edu. Counseling Support Services, Health Services and the University Ministries' Campus Pastor are designated as confidential advisors, which means they are not required to report disclosures to the Title IX Coordinator.

Please refer to North Park's [Safe Community](#) site for reporting, contact information, and further details.

Preliminary Schedule for New Testament 1: *The Texts & Their World*

<i>Week</i>	<i>Topic(s)</i>	<i>Assignments (NT reading in blue)</i>
MODULE 1	INTRODUCTORY ISSUES AND SOCIO-HISTORICAL BACKGROUND	
Week 1 January 12-17	Class Session: Introductions / Overview of the Course / Introduce the Intertestamental Period and Its Theological Developments	
	<i>Introduction to the Course</i>	Nixon, "Welcome to NT1: The Texts & Their World" (during class session) Bible Project, "New Testament Overview"
	<i>Review of Hermeneutics and Exegesis</i>	Brown, "Historical Criticism" (Appendix B) <i>DNTB</i> : Cross, "Genres of the New Testament" Nixon, "Presuppositions, Theology, and Interpretation"; "Identifying Theme," "Going Deeper with Context," "Review of Recontextualization"
	<i>The Intertestamental Period and Its Theological Developments: Introduction to the Jewish Context of the New Testament</i>	Wright/Bird, Chapters 5-6 Murphy: Chapter 1 (pp. 9-21 only); Chapter 2 (pp. 61-64, box p. 75, pp. 77-90); Chapter 3 (all); Chapter 5 (pp. 167-77 only); Chapter 6 (all); Chapter 7 (skim pp. 251-259, read pp. 245-51); Chapter 8 (pp. 281-92, pp. 305-11, pp. 317-25); Chapter 10 (box p. 385) <i>DNTB</i> : Chilton, "Judaism and the New Testament" §1-3 <i>DJG</i> : Cohick, "Judaism, Common" <i>NTC</i> : Smith, "The Temple," "The Synagogue," "Biblical Law" (pp. 98-104, including all boxes) Nixon, "Intertestamental History and Theological Developments" (during class session) Sign up for Group Presentation Topic
MODULE 2	THE GOSPELS AND ACTS	
Week 2 January 19-24	Class Session: Discuss Hermeneutics/Exegesis / Prepare for Group Presentations / Introduce Narrative Analysis	
	<i>Introduction to Jesus and to the Gospels</i>	Wright/Bird, Chapters 8, 10 and 28 Murphy, Chapter 9 (pp. 328-337, pp. 358-370) Levine, "Putting Jesus Where He Belongs" <i>DJG</i> : Burridge, "Gospel: Genre"; Bauckham, "Christology"; Winn, "Son of God" Nixon, "Introduction to the Gospels and the Life of Jesus" Nixon, "The Genre of the Gospels"
	<i>Skill Introduction: Analyzing a Narrative</i>	Nixon, "Interpreting the Gospels: Narrative" (during class session) Nixon, "Instructions for Creating a Tension Timeline"
(No class January 26-31)		
Week 3 February 2-7	Class Session: Presentation A on Jewish Messianic Expectations / Questions on Narrative Analysis / Discuss Jewish Sects and Institutions	
	<i>The Gospel of Mark</i>	<i>Gospel of Mark</i> Wright/Bird, Chapter 24 Collins, <i>Mark: A Commentary</i> (pp. 64-72 on "Jesus as Messiah") <i>DJG</i> : Wilkins, "Disciples and Discipleship" Nixon, "Introduction to Mark"
Week 4	Class Session: Follow-up to Presentation A / Presentation B on Kingdom of God / Introduce Parables	

February 9-14	<i>The Gospel of Matthew</i>	<i>Gospel of Matthew</i> Wright/Bird, Chapter 25 Murphy, Chapter 11 (pp. 405-414) Nixon, “Parables” (during class session) DJG: Green, “Kingdom of God/Heaven” §2-5 Stuhlmacher, “God’s Son and God’s Kingdom” §4-5 NTC: Zacharias, “Kingdom Ethos (Matthew 18:1-35)” (pp. 74-77 of “Gospel of Matthew”) Nixon, “Introduction to Matthew”
Week 5 February 16-21	Class Session: Follow-up to Presentation B / Presentation C on Jewish Purity and Piety / Discuss Disciples and Discipleship	
	<i>The Lukan Writings: From Luke to Acts</i>	<i>Gospel of Luke, Acts</i> Wright/Bird: Chapter 26 Murphy, Chapter 11 (pp. 414-420) Snodgrass, “Parables of Lostness” NTC: Ryan, “Genre” – “Day of Pentecost” (pp. 222-229, inclusive, in “Acts”) Nixon, “Introduction to Luke” Nixon, “The Unity of Luke and Acts” Nixon, “Acts Overview”
	Submit	Narrative Analysis
Week 6 February 23-28	Class Session: Follow-up to Presentation C / Analyze and Discuss a Parable / Discuss Narrative Analyses	
	<i>The Gospel of John</i>	<i>Gospel of John</i> Wright/Bird, Chapter 27 NTC: Echevarria, “Signs 1 and 2: The Cana Cycle” and “The Jerusalem Cycle: Signs 3-7” (pp. 180-199 of “Gospel of John”) Nixon, “Introduction to the Gospel of John”
MODULE 3	THE PAULINE EPISTLES	
Week 7 March 2-7	Class Session: Presentation D on Greco-Roman Religions, including the Emperor Cult / Discuss Christology in the Gospels and Acts / Introduce Exegeting Epistles and Epistle Logical Analysis	
	<i>Introduction to the Greco-Roman Context of the New Testament</i>	Wright/Bird, Chapter 7 Hubbard, “The Cultural Context” and “The New Testament Context: Monotheism in Corinth” Wright, “Gospel and Empire”
	<i>From Acts to Paul: Paul’s Missionary Journeys</i>	Wright/Bird, Chapter 15 DPL: Walton, “Paul in Acts” Nixon, “From Acts to Paul”
	<i>Overview of Epistle Genre, the Pauline Epistles and Paul’s Theology</i>	Wright/Bird, Chapter 16 DNTB: Weima, “Letters, Greco-Roman” Nixon, “Introduction to Epistle Genre” Nixon, “Overview of the Pauline Epistles” DPL: Cohick, “Paul and Judaism” Gorman, “Paul’s Theology” (chapter 6)

	<i>Skill Introduction: (Epistle)</i>	Nixon, “Honing Exegetical Skills: Epistle” (during class session)
	<i>Logical Analysis</i>	Nixon, “Interpreting Epistles (Logical Analysis)” (during class session)
	Submit	Reading Quiz #1 on the Gospels and Acts
Week 8 March 9-14	Reading Week (No class session)	
Week 9 March 16-21	Class Session: Follow-up to Presentation D / Presentation E on Honor-Shame and Patronage / Discuss Paul in Acts and Paul’s Letters	
	<i>1 and 2 Corinthians, Philippians</i>	<i>1 and 2 Corinthians, Philippians</i> Wright/Bird, Chapters 21, 19 Nixon, “The Corinthian Correspondence: Implied Author and Audience” Lee, “The Reality of Freedom in Christ” Nixon, “Themes of 2 Corinthians” NTC: Park, “The Model of Christ and God’s Response” (pp. 462-66 of “Letter to the Philippians”) Nixon, “Introduction to Philippians”
Week 10 March 23-28	Class Session: Follow-up to Presentation E / Presentation F on Greco-Roman Households-Families, excluding Slavery / Introduce New Perspective on Paul	
	<i>Galatians and Romans</i>	<i>Galatians, Romans</i> Wright/Bird, Chapters 17, 122 Nixon, “Galatians” Das, “The Crisis in Galatia” Longenecker, “What Did Paul Think Is Wrong in God’s World?” NTC: Williams, “Introduction” – “Theological Theme: Cosmological Redemption” (pp. 279-304 of “Letter to the Romans”) Perrin, “Habakkuk, Paul, and the End of Empire” Nixon, “A Look at Romans” Nixon, “The New Perspective on Paul” (to be shown during class session) Submit: Epistle Logical Analysis
Week 11 March 30-April 4 (Easter break April 3-4)	Class Session: Follow-up to Presentation F / Presentation G on Slavery / Introduce Pauline Eschatology	
	<i>1 and 2 Thessalonians, Colossians, Philemon, Ephesians</i>	<i>1 and 2 Thessalonians, Ephesians, Colossians, Philemon</i> Wright/Bird, Chapters 18, 20 deSilva, “Excursus: Pseudepigraphy and the New Testament Canon” Nixon, “Introduction to Colossians and Ephesians” NTC: Edwards, “Letter to Philemon” Nixon, “Pauline Eschatology” (during class session)
Week 12 April 6-11	Class Session: Follow-up to Presentation G / Discuss New Perspective on Paul / Discuss Pseudepigraphy and the Authorship of the Disputed Paulines	
	<i>The Pastoral Epistles</i>	<i>1 and 2 Timothy, Titus</i> Wright/Bird, Chapter 23 Nixon, “The Pastoral Epistles”

	Submit	Reading Quiz #2
MODULE 4	HEBREWS AND THE GENERAL EPISTLES	
Week 13 April 13-18	Class Session: Discuss Pauline Eschatology / Introduce “James and Paul” / Questions on Final Paper	
	<i>Hebrews and James</i>	<i>Hebrews, James</i> Wright/Bird, Chapters 31-32 Murphy, Chapter 11 (pp. 420-425) Osborne, “A Classical Arminian View” Marshall, “The Catholic Epistles: James” Nixon, “The Book of Hebrews: An Introduction” Nixon, “James” Nixon, “James and Paul” (to be shown during class session)
Week 14 April 20-25	Class Session: Case Study on Hebrews or James / Discuss James and Paul / Introduce 1-3 John, 2 Peter and Jude	
	<i>The Remaining General Epistles</i>	<i>1 and 2 Peter; 1, 2, 3 John; Jude</i> Wright/Bird, Chapters 32-33 (review Chapter 31 sections on Jude) Marshall, “The Catholic Epistles: The First Epistle of Peter, The Epistle of Jude, The Second Epistle of Peter” and “The Epistles of John” Nixon, “Introduction to 1-3 John” (during class session) Edwards, “Introduction” and “1 Peter 1:1-2” (Chapter 1) Nixon, “Last and ‘Least’?: 2 Peter and Jude” (during class session)
	Submit	Final Paper
MODULE 5	REVELATION	
Week 15 April 27-May 2	Class Session: Case Study on 1 and 2 Peter, 1-3 John, Jude / Introduce Revelation	
	<i>Revelation</i>	<i>Revelation</i> Wright/Bird, Chapter 34 Murphy, Chapter 11 (pp. 425-434) Lee, “Revelation” Verseput, “Revelation: Prologue” (during class session)
Week 16 May 4-8	Class Session: Discuss Revelation / Wrap-Up	
	Submit	Reading Quiz #3 Reading/Media Report

Rubric for Research Papers in Biblical Studies

Outcome	A	B	C	D	F
Capacity to engage Historical & Literary Contexts that is directly relevant to the interpretation of the text	Excellent explanation of historical cultural context of the biblical text, its author and/or readers; excellent use of ancient primary sources to explore cultural context; excellent assessment of literary structure and canonical context	Solid explanation of the historical cultural context of the biblical text, its author, and/or readers; solid use of ancient primary sources to explore cultural context; solid assessment of literary structure and canonical context	Acceptable explanation of historical cultural context of the biblical text, its author, and/or readers; sometimes the info is too general to be of direct relevance to the interpretation of the text; acceptable but sometimes too broad an assessment of literary structure and canonical context	Weak explanation of historical cultural context of the biblical text, its author, and/or readers; many times the info is too general to be of direct relevance for interpreting the text; too weak or broad an assessment of literary structure and canonical context	Poor or no explanation of historical cultural context of the biblical text, its author, and/or readers; the info is so general it provides no help for interpreting the text; poor or way too broad an assessment of literary structure and canonical context
Clarity of Argument/Thesis	Creative and insightful thesis with key issues identified; very clear and cogent argument leading to a compelling conclusion; excellent interaction with appropriate number/quality of secondary sources	Clearly stated thesis with most key issues identified; coherent argument throughout leading to a worthwhile conclusion; solid interaction with appropriate number/quality of secondary sources	Acceptable thesis with some key issues identified but some missed; somewhat coherent argument leading to a defensible conclusion; acceptable interaction with some number of quality secondary sources but some are too popular/inadequate	Weak thesis with several key issues missed; argument frequently lacking in coherence and leading to a weak conclusion; only a poor level of interaction with secondary sources; most sources are inadequate	Thesis not clearly stated with little identification of key issues; generally incoherent argument that fails to lead to a conclusion; little or no interaction with secondary sources
Use of English Bible trans, commentaries, and other secondary sources to show how the original languages, grammar, cultural contexts, history, politics or religion(s) affect interpretation	Work with several English Bible translations, commentaries and other sources show an excellent evaluation of grammatical issues; insights integrated superbly into the argument; textual variants are assessed where relevant	Work with a few English Bible translations, commentaries, and other sources show a very good evaluation of grammatical issues; insights integrated well into the argument	Work with a good English Bible translation, commentaries, and other sources show an adequate evaluation of grammatical issues; insights integrated adequately into the argument	Work with a good English Bible translation, commentaries, and other sources show an inadequate and weak evaluation of grammatical issues; insights integrated inadequately into the argument	Work with a good English Bible translation, commentaries, and other sources show a very poor evaluation of grammatical issues; no insights integrated into the argument
Insight in Application	Very strong evaluation of theological issues in the text; genuine depth of insight concerning contemporary implications	Solid evaluation of theological issues in the text, several worthwhile insights concerning contemporary implications	Some appropriate evaluation of theological issues in the text, limited but valid insights on contemporary implications	Very limited or inadequate evaluation of theological issues in the text, very few valid insights concerning contemporary implications	Little or no capacity to evaluate theological issues in the text, little or no identification of contemporary implications
Attention to Standards in Presentation	Right length; excellent grammar/spelling; excellent style/citation	Right length; few minor lapses in grammar/spelling; very good style/citation	Good length; some lapses in grammar/spelling; good style/citation	Major lapses in proper length, grammar/spelling, style/citation	Improper length; very poor grammar/spelling, style/citation