I. MISSION STATEMENT
New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

II. CORE VALUE FOCUS
New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course supports these five core values of the seminary.

1. Doctrinal Integrity: We believe, teach, proclaim, and submit to the Bible as the Word of God. This course addresses Doctrinal Integrity specifically by equipping students to understand and gain ability to articulate biblical, theological, and historical truths.

2. Spiritual Vitality: We emphasize both personal spirituality as a worshipping seminary family gathering together for the praise and adoration of God and instruction in his Word. Spiritual Vitality is addressed by challenging students to grow in spiritual and moral integrity through biblical study and spiritual and ethical practices.

3. Mission Focus: We purpose to change the world by fulfilling the Great Commission and the Great Commandment through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and Great Commandment.

4. Characteristic Excellence: We aim for characteristic excellence to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to understand and interpret Scripture, which is foundational to effective ministry.

5. Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment and lifestyle patterns.

The core value emphasis for the 2019–2020 academic year is: Spiritual Vitality.

III. COURSE PURPOSE
This purpose for this course is to introduce students to the literature of the New Testament by studying the text in the context of the historical and cultural factors that shaped the text for the purpose of teaching and preaching. Focus will be upon historical background, contemporary scholarship, and general themes and teachings.

IV. CURRICULUM COMPETENCIES
All ministers need to develop specific competencies to have effective ministries. The seminary has developed a competency-based curriculum centered on seven essential
competencies for effective ministry: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses six competencies directly.

1. **Biblical Exposition:** by preparing students to understand, interpret, and communicate the Bible accurately.

2. **Christian and Theological Heritage:** by reminding students of the Christian theological heritage of the Old and New Testament and Baptist polity for the church.

3. **Discipleship Making:** by stimulating church health through mobilizing the church for missions, evangelism, discipleship, and church growth through modeling the principles of discipleship through classroom deportment.

4. **Interpersonal Skills:** by performing pastoral care effectively with skills in communication and conflict management through interaction among students in the class and in small group activities.

5. **Servant Leadership:** by serving churches effectively in team ministry through modeling and reflecting the attitude of Christ in the life of a disciple.

6. **Spiritual and Character Formation:** by providing moral leadership and modeling and mentoring Christian character and devotion through discussion and modeling of spiritual disciplines as a normal part of class discussion and activity.

V. STUDENT LEARNING OUTCOMES:

The following are the student learning outcomes of this course:

- The student will be able to understand thoroughly New Testament history, background, and canon, and selected themes of the New Testament.
- The student will be able to apply adequately New Testament history, background, and canon, and selected themes of the New Testament to contemporary needs in the church.
- The student will be able to communicate clearly New Testament history, background, and canon, and selected themes of the New Testament to a contemporary audience.

VII. LEARNING OBJECTIVES:

*Knowledge*

Students who complete this course successfully should:

- Know the basic historical, social, and cultural forces impacting the life and times of the New Testament world
- Know the basic content of the New Testament and be able to give a brief description of the major themes and emphases of the New Testament books
- Know the characteristics of the various literary genres in the New Testament and some of the major implications of the genre differences for interpretation
- Know the current issues involved in the contemporary study of New Testament documents

*Attitudes*

Students who complete this course successfully should:

- Respect the complexity of applying ancient texts written thousands of years ago in modern contexts
• Appreciate the value of the moral, ethical, and practical teachings of the New Testament for guidance in daily living in family and society

Skills
Students who complete this course successfully should be able to:
• Contextualize New Testament texts within their ancient historical, cultural, social, and literary setting for the purpose of interpretation
• Evaluate the strengths and weaknesses of various modern translations of the New Testament
• Prepare the exegetical foundation for an intelligent, thoughtful, and relevant bible study, devotional, or message based on a New Testament text
• Have a working familiarity with resources for the on-going study of the New Testament

VIII. REQUIRED TEXTS:
• The Bible in any modern committee translation, such as RSV, NRSV, NIV, NASB, etc. Note that the 2015 NIV Study Bible is edited by our textbook authors D. A. Carson and Douglas Moo.

IX. TEACHING METHODOLOGY:
• Class sessions will consist of presentations discussing units of study followed by exploration of issues derived from textbook readings.
• Class preparation will consist of reading textbook assignments, preparing reading quizzes, and the taking of sectional exams.
• Class units presented are: two units on introduction and canon, six units on history, two units on groups, institutions, and literature, five units on the gospels, eight units on the Pauline epistles, and three units on the general epistles and Revelation.

X. COURSE REQUIREMENTS:
• Unit Quiz will be given on the readings and PowerPoint presentations indicated in the assignments section of the course syllabus. The quiz is due each week by Saturday midnight. Quizzes are timed, open book/notes and are taken online through the Blackboard course shell. An Internet interruption or other technological difficulty is not a problem and can be remedied. Dr. Stevens will assist you to re-set the quiz.
• Reading Report on the percentage of reading completed (100%, 90%, 80%, etc.). The honor system is crucial. The report is due each week by Saturday midnight. Two different reading assignments are covered in this accountability area:
  1. Textbook reading report is given weekly for each unit.
  2. Bible reading reports are given cumulatively in specific weeks (Units 4, 6, etc.).
• **Book Review** on *The Lost Letters of Pergamum* will be submitted. The act of submission itself is the student’s affirmation of having read the entire book. The review is due by Saturday midnight of Unit 5.

*Follow these steps:*
1. Read the entire book, making notes.
2. Give the book’s bibliographic information in correct Turabian form.
3. Give the author’s biographical information, such as title, employment, career.
5. Write summary overview of the sections of the book.
7. Summarize and conclude the review.

• **Sectional Exams** will be given on the days scheduled. Late exams will incur a penalty of 5% per day past due date. Exams are timed, *open book/notes* and are taken online through the Blackboard course shell. An Internet interruption or other technological difficulty is not a problem and can be remedied. Dr. Stevens will assist you to re-set the quiz.

• **Embedded Assignment** is a part of this class for Institutional Effectiveness purposes. This assignment is a take-home part of the final exam. However, the assignment may be completed at any time in the semester (break week is suggested). The assignment is described in section XVI below.

*Exam Preparation:* Keep up with all your work throughout each week in the semester. Use review study guides to *prepare questions ahead of time*. Start no later than a week to prepare the study questions, but good students will begin ten days to two weeks in advance.

*Managing Deadlines:* Part of ministry preparation is learning how to prepare for deadlines. The syllabus has a Time Management Strategy below. Consider this or some similar strategy for managing your valuable time this semester. You will be working with deadlines your entire ministerial career. Meeting your deadlines is a huge part of your professional and ministerial preparedness. *Take deadlines seriously, and you will be more highly respected in your places of service.*

**XI. COURSE EVALUATION:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Quiz</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Report</td>
<td>10%</td>
</tr>
<tr>
<td>Book Review</td>
<td>10% <em>(Unit 5)</em></td>
</tr>
<tr>
<td>Exams</td>
<td>50% <em>(Unit 8, Unit 16)</em></td>
</tr>
<tr>
<td>Embedded Assignment</td>
<td>10%</td>
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</table>

**XII. COURSE POLICIES:**

• **Academic Policies:** Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: *New Orleans Baptist Theological Seminary Academic Catalog.*

• **Internet Learning:** Internet courses involve a different learning experience than traditional classroom courses. Internet training is more reading and writing intensive. Rigorous seminary training on the Internet calls for extra diligence and integrity in completing the work. You can be equipped for effective, God-honoring ministry, but
the strategy is different. Independent learners can thrive on the Internet, working at a responsible pace, engaging in student-led discussions, and taking ownership for learning course content. Your instructors are praying for your success.

- **Graduating Seniors:** Graduating seniors are responsible for alerting the professor of intention to graduate. All assignments must be completed by noon on the Wednesday prior to commencement exercises.

**XIII. COURSE SCHEDULE:**

- **Summer Sequence:** The regular semester covers one unit per week. The summer session runs twice as fast. The summer session, therefore, covers two units per week. *Please pay careful attention to the following information.*
- **Weekly Flow:** Weekly assignments cover multiple units. Excluding Sunday, the weekly unit flow will be in two halves. The first half is Monday to Wednesday, and the second half is Thursday to Saturday.
  1. **First half (Mon–Wed).** Assignments for the first unit listed each week in the graphic below are due by Wednesday of that week.
  2. **Second Half (Thurs–Fri).** Assignments for the second unit listed each week in the graphic below are due by Saturday of that week.
  3. **Final Exam.** The exception is the final exam. The final exam is due midnight of the day the course closes, as listed in the *Academic Catalog*. The Information Technology Center (ITC) will close all Blackboard shells at midnight Central Time on this date. **Students no longer will have access to the Blackboard shell after this time.** Such dates are listed in the NOBTS catalog.

**XIV. ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>2020 JUNE</th>
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<tbody>
<tr>
<td><strong>SUNDAY</strong></td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td><strong>WEEK 1</strong></td>
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<tr>
<td>7</td>
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<tr>
<td><strong>WEEK 2</strong></td>
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<tr>
<td>14</td>
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<td><strong>WEEK 3</strong></td>
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<tr>
<td>21</td>
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<tr>
<td><strong>WEEK 4</strong></td>
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<tr>
<td>28</td>
</tr>
<tr>
<td><strong>Break</strong></td>
</tr>
</tbody>
</table>
XV. ADDITIONAL INFORMATION:

- Dr. Stevens’s personal website is:
  
  https://www.drkoine.com

This website is for students in classes taught by Dr. Stevens. The site has a three-fold purpose: (1) to provide personal information to get to know the professor beyond the classroom in the areas of background, family, music and photography, (2) to provide professional information to get to know the professor within the academic guild in the areas of publications, presentations, and sermons, and (3) to provide educational information in support of his teaching career in the areas of classes, travel, and museums.

- For NOBTS assistance with technology issues, call ITC (504-816-8180), or see:
  —For online registration, financial account, online transcript. etc.:
XVI. EMBEDDED ASSIGNMENT

The embedded assignment is a summative question completed by all students as a take-home part of the final exam due by the final day of class, but may be completed and turned in at any time in the semester. The rubric for grading this assignment is provided on the next page. While a brief description of the assignment is given below, a more detailed description is available in the embedded assignment file, available on the class website, or at the direct link below:


Assignment Description:

1. For 1–2 Thessalonians the student will explain the historical context of the passage, the exegetical teaching of the passage (historical teachings), and how these teachings can be applied and communicated to a contemporary audience. Answers should be well developed and provide thorough documentation and appropriate use of tools and resources. Students should use Times 12 pt. font, 1-inch margins, single-spaced, approximately two pages in length.

2. The student should show adequate application of the research to a selected need of the Christian community.

3. The student should communicate clearly how the answer of the research question might impact the faith and life of Christian believers with focus on the contemporary audience.
COMPETENCY ASSESSMENT RUBRIC—EMBEDDED ASSIGNMENT
Research Worksheet
NTEN5300 Exploring the New Testament

Student: __________________________ Site: __________________________
Semester: __________________________ Format: __________________________

Student Learning Outcomes:
1. The student will be able to understand thoroughly New Testament history, background, and
canon, and selected New Testament themes.
2. The student will be able to apply adequately New Testament history, background, and
canon, and selected New Testament themes to contemporary church needs.
3. The student will be able to communicate clearly New Testament history, background, and
canon, and selected New Testament themes to a contemporary audience.

Assignment Description:
1. A summative question will be answered thoroughly by the students as a take-home
assignment that can be linked to an exam. The question (or problem) will require research
of the historical context, genre, theology, and/or interpretive concerns of a selected period,
event, or passage. Answers should be well-developed and provide thorough documentation
and appropriate use of tools and resources. Students should use Times 12 pt. font, 1-inch
margins, single-spaced, approximately two pages in length. The general line of inquiry
would be something like, “for the following NT passage, explain the historical context of
the passage, the exegetical teaching of the passage (historical teachings), and how these
teachings can be applied and communicated to a contemporary audience.”
2. The student should show adequate application of the research to a selected need of the
Christian community.
3. The student should communicate clearly how the answer of the research question might
impact the faith and life of Christian believers with focus on the contemporary audience.

Assignment Evaluation (0 = Inadequate, 1 = Basic, 2 = Competent, 3 = Good, 4 = Excellent):

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERSTANDING</td>
<td>skilled thoroughly New Testament history, background, and</td>
</tr>
<tr>
<td>The Student:</td>
<td>canon, and selected themes of the New Testament</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>skilled adequately New Testament history, background, and</td>
</tr>
<tr>
<td>The Student:</td>
<td>canon, and selected New Testament themes to contemporary church needs</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>communicated clearly New Testament history, background, and</td>
</tr>
<tr>
<td>The Student:</td>
<td>canon, and selected New Testament themes to a contemporary aud.</td>
</tr>
</tbody>
</table>
XVII. Bibliography

The following bibliography is suggested by the New Testament Department of Denver Seminary and available at this link:


Textual Criticism


Grammar


**Introduction**


**Historical Background**

A. Lexical Analysis


[B] History and Religion


[C] Primary Source Material


**Theology**


**Dictionary / Encyclopedia**


Downers Grove, IL: InterVarsity, 1993.


**Criticism**


**Hermeneutics**


Osborne, G. R. *The Hermeneutical Spiral*. Downers Grove, IL: InterVarsity, 2007.²


**Jesus and the Gospels**


*Wright, N. T.* *Jesus and the Victory of God*. Minneapolis: Fortress, 1996.


**Paul**


**Major Commentaries**

The lists of top eleven commentaries for each N.T. book are divided into three sections: the first contains those we consider the best detailed, critical commentaries using the Greek text; the second lists more mid-level works using the English text (some with references to the Greek in footnotes); and the third consists of commentaries that are briefer and/or have a special focus on application. At least one priority title is asterisked for each level.

Abbreviations for series:

- AB = Anchor Bible
- BECNT = Baker Exegetical Commentary on the New Testament
- BNTC = Black's New Testament Commentary
- BST = Bible Speaks Today
- EBC = Expositor's Bible Commentary
- EC = Epworth Commentaries
- ECC = Eerdmans Critical Commentary
- ICC = International Critical Commentary
- Int = Interpretation
- NAC = New American Commentary
- NCB = New Century Bible
- NCBC = New Cambridge Bible Commentary
- NIBC = New International Biblical Commentary
- NICNT = New International Commentary on the New Testament
- NIGTC = New International Greek Testament Commentary
- NIVAC = NIV Application Commentary
- NTC = New Testament Commentary
- NTinC = New Testament in Context
- NTL = New Testament Library
- NTR = New Testament Readings
- PNTC = Pillar New Testament Commentary
- SP = Sacra Pagina
- THNTC = Two Horizons New Testament Commentary
- TNTC = Tyndale New Testament Commentary
- WBC = Word Biblical Commentary
- ZECNT = Zondervan Exegetical Commentary on the New Testament

**MATTHEW**


**MARK**


**LUKE**


JOHN


ACTS


**ROMANS**


**1 CORINTHIANS**


### 2 CORINTHIANS


GALATIANS


EPHESIANS


**PHILIPPIANS**


**COLOSSIANS AND PHILEMON**


1, 2 THESSALONIANS


PASTORALS


**HEBREWS**


**JAMES**


**1 PETER**


**2 Peter and Jude**

**2 Peter and Jude**


**1, 2, 3 John**


**REVELATION**


