



ST ANDREW'S GREEK ORTHODOX THEOLOGICAL COLLEGE

B7150A Introduction to the New Testament



Semester Two, 2022

Synchronous face-to-face class

Teaching Staff:

Senior Lecturer: Sr (Assoc Prof) Dr Margaret Beirne

B7150A Introduction to the New Testament

Semester Two, 2022

Credit value:	9 credit points
Mode of study:	Synchronous face-to-face class
Exclusives:	B7101 Introduction to Biblical Studies B8150 Introduction to the New Testament
Teaching Staff:	Senior Lecturer: Sr (Assoc Prof) Dr Margaret Beirne Phone: 0418 682 133 Email: margaret.beirne@rscoffice.com
Workload:	Weeks in Teaching Session: 12 weeks Total Workload/week: 12 hours

Curriculum Objectives

This course unit introduces students to the critical study of the New Testament, its literary forms, historical and cultural contexts, and theological themes. It provides a solid foundation for further biblical and theological study and forms part of a Major in the Discipline of Biblical Studies.

Learning Outcomes

At the end of this course unit, students will be able to:

1. Present clear statements of the major contents of the books of the New Testament
2. Identify the main historical, social, and cultural factors that provided the context of the composition of the New Testament
3. Engage critically with significant introductory secondary literature in the study of the New Testament
4. Utilise basic skills in performing historical-critical exegesis of New Testament texts
5. Apply insights from their study to Christian life and ministry within their particular context.

Content (weekly outline, see page 4)

1. Outline of the books of the New Testament
2. Historical, cultural, political and religious contexts of the New Testament materials
3. Approaching the books of the New Testament as literary works
4. Key methodologies of Biblical interpretation
5. Developing skills in exegesis and writing an exegetical essay
6. Key New Testament themes

Learning Activities

- Weekly classroom lecture, presenting the content of the week's topic
 - Audio-visual supplement, power point and/or you tube
 - Student contributions / discussion from set readings and/or videos
 - Workshopping of related skills, especially exegetical exercises
-

Learning Resources

Required Text

Stylianopoulos, Theodore G. *The Making of the New Testament: Church, Gospel and Canon*. Brookline MA: Holy Cross Orthodox Press, 2014.

Recommended References

Adams, Edward, *Parallel Lives of Jesus*. Louisville, KY: Westminster John Knox, 2012.

Andreopoulos, Andreas. "The Gospel as an image of the Kingdom: a Eucharistic Reading of the Bible in the Orthodox tradition" in Angus Paddison (ed.) *Theologians on Scripture* (Bloomsbury T&T Clark, 2016), 7-22.

Bartlett, David L. *Christology in the New Testament*. Nashville, Tenn: Abingdon Press, 2017.

Brown, Raymond E. *Introduction to the New Testament*. New York: Doubleday, 1997.

Case-Edwards, Anna. *Matthew*. Louisville Ky: Westminster John Knox Press, 2015.

Gadenz, Pablo T. *The Gospel of Luke*. Grand Rapids, Mich: Baker Academic, 2018.

Grimshaw, James P. (ed.) *Luke-Acts*. London: Bloomsbury, T&T Clark, 2019.

Farley, Lawrence R. *The Gospel of Luke: Good News for the Poor*. Chesterton, IN: Conciliar Press, 2010.

Fitzmyer, Joseph A. *The Acts of the Apostles, a new Translation: Introduction and Commentary*. New Haven Conn: Yale University Press, 2007.

Harrington, Daniel J. *The Gospel of Matthew*. Collegeville: Liturgical Press, 2007.

Johnson, Luke T. *The Gospel of Luke*. Collegeville: Liturgical Press, 1991.
_____. *The Acts of the Apostles*. Collegeville: Liturgical Press, 1992.

Keener, Craig S. *Galatians*. Cambridge: Cambridge University Press, 2019.

Levine, Amy J. & Ben Witherington. *The Gospel of Luke*. Cambridge UK: CUP, 2018.

Martyn, J. Louis. *Galatians: a new translation with introduction and commentary*. New Haven, Conn: Yale University Press, 1997.

Moloney, Francis J. & Sherri L. Brown. *Interpreting the Gospel and Letters of John*. Grand Rapids: Wm. B. Eerdmans, 2018.

Mullins, Michael. *Gospel of Luke, a commentary*. Dublin: Columba Press, 2010.

O'Collins, Gerald. "New Testament Scholarship supports Christology." *Phronema*, 35(2), 2020, 27-41

Roetzel, Calvin J. *The Letters of Paul: Conversations in Context*. 6th ed. Louisville: Westminster /John Knox Press, 2015.

Wenham, David. *From good news to Gospels: what did the first Christians say about Jesus?* Grand Rapids, Mich: William B. Eerdmans, 2018.

Outline of weekly content

Week 1
25 July Introduction of course unit; contents of the New Testament; how we reached our present text; Christian communities, oral and written traditions; the canon; key early papyri and manuscripts; texts and traditions

Week 2
1 August Geographical, historical, cultural, social, religious background of the people of the NT; the Greco-Roman world; Judaism in Palestine; *diaspora* Judaism

Week 3
8 August New Testament as literature; source, genre, form and redaction criticism; use of Gospel *Parallels*; exegesis of the Synoptic Gospels.

Week 4
15 August The Gospel according to Mark: introductory questions; structural outline; literary features; Mark's Christology; key theological themes

22 - 26 August

Non-teaching period

Week 5
29 August Gospel according to Luke: introductory questions; sources; structural outline; literary features; Luke's Christology; key theological themes

Week 6
5 September Gospel according to Matthew: introductory questions; sources; structural outline; literary features; Matthew's Christology; key theological themes

Week 7
12 September Gospel according to John: introductory questions; structural outline; literary features; Johannine Christology; key theological themes

Week 8
19 September Acts of the Apostles: Luke continues the story in volume 2; literary shape, historical-geographical pattern; common theological themes

26 September -10 October

Mid-semester break

Week 9
10 October Paul's background; conversion to Christ; call to be an apostle to the Gentiles: the three accounts in Acts 9, 26, 29; the missionary journeys

Week 10
17 October Paul's seven undisputed letters: structure, context; Paul's relationship with the communities; letter to the Galatians; Paul's account of his conversion

Week 11
24 October The remaining "Pauline letters": Colossians and Ephesians; 1, 2 Timothy and Titus. Letter to the Hebrews

Week 12
31 October Other NT letters: Jude, James, 1, 2 Peter; Book of Revelation

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Book Review	20%	Monday 15 August 2022	1, 2, 5
Exegetical Essay	40%	Monday 19 September 2022	2, 3, 4
Thematic essay	40%	Monday 31 October 2022	1, 2, 3, 4, 5

Assessment Task 1: Summary and critical review (1,000 words)

Write a critical review of chapters 1-5.

Theodore G. Stylianopoulos. *The Making of the New Testament: Church, Gospel, and Canon*. Holy Cross Orthodox Press, 2014

Your Critical Review should include:

- (a) A short summary of two key points that struck you in each of Chapters 1, 2, 4 and 5.
- (b) Read Chapter 3. On page 95, regarding the need for balance between solid historical criticism and the importance of a faith perspective, the author states:
“For example, the fact of the early Church’s experience of the outpouring of the Spirit is far more important than whether or not... it occurred according to the details of Acts 2:1-13 or John 20:19-23.”
Look up these two passages in your New Testament, and simply list the differences in day, time, place, who is present, and how the giving of the Holy Spirit is represented.
- (c) Your assessment of the overall content and style of the book, giving your reasons and/or examples in response to each question.
 - Was the content of this work easy to follow?
 - Was it well-expressed? Give one or two examples

Assessment Task 2: Exegetical exercise (2,000 words)

Write an exegetical essay on Luke 4:16-30.

The exegetical method to be used, and its expansion into a formal paper, will be explained in class and in the lecture notes. Your key focus is the Gospel text, but in addition you will be expected to draw upon at least five scholarly works on the *Gospel according to Luke*. Presentation, footnotes, and bibliography are to be provided at a professional standard.

Assessment Task 3: Thematic essay (2,000 words)

Read the three passages that refer to Paul’s conversion as described in the Acts of the Apostles (Acts 9:1-19; 22:1-16; 26:9-23). Describe the different settings (that is, Paul’s circumstances in each pericope) and what the reader learns about his call to conversion to Christ and to an apostolic mission to the Gentiles.

How might you apply what you learned of Paul’s experience of conversion and call to mission in your own life and/or ministry?

A minimum requirement for the essay is five bibliographical titles, especially commentaries and articles on Acts of the Apostles.

General Criteria for Allocation of Grades

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills (Continued on next page)
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider	Well developed skills in expression, presentation, and documentation appropriate to the	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and

	audiences	discipline and audience			documentation
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contribution to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

Course Unit Revision

The learning activities, learning resources, and assessment details were thoroughly revised as at 21 July 2022.

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted). Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds.

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar /Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Member Institution setting out the extreme circumstances. The appropriate Member Institution's committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another person's works as one's own. It includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the SCD Handbook.

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the MI and meets the needs of its stakeholder are the property of the Member Institution.